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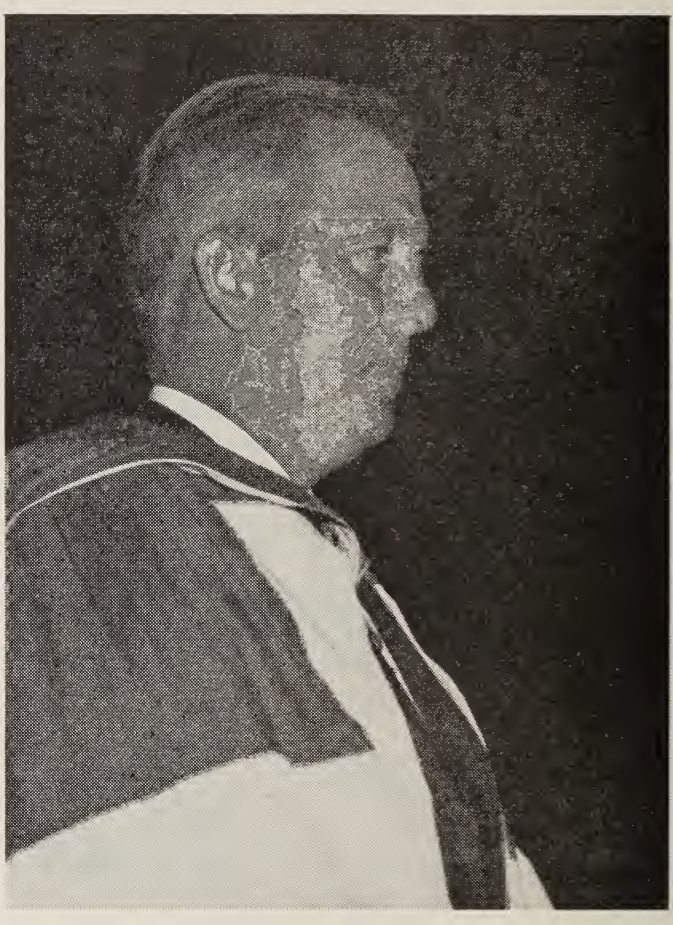

J. H. STEWART REID

1909-1963

The news of Stewart's death on December 13 left us all numb and speechless. Even now, a week later, the sense of emptiness and loneliness is overwhelming. It would be very much of an understatement to say that C.A.U.T. has suffered a shattering blow. To many people, Stewart and the C.A.U.T. were practically synonymous. It is hard to imagine our Association without him.

Stewart was our first Executive Secretary. It was he who organized the operation of the National Office, who kept all branches of the Association informed of significant developments in the academic world, who acted as liaison agent between the Executive and the local associations, and between the various associations themselves. He was our public relations officer and indeed represented us on many occasions at all levels.

No one could have been better equipped for the post of Executive Secretary. Stewart was every inch a scholar, expert in sorting out fact and fiction, competent to weigh evidence and to expound principle. His experience in the academic world was broad and his judgement uncommonly sound. He also brought to the post personal qualities which were just as valuable; a profound conviction of the importance of the purposes and the work of C.A.U.T., an unflinching determination to defend the important interests of all university teachers, a sacrificial devotion to duty, complete and unquestioned integrity, a supreme discretion, and a quiet appealing sense of humour. Stewart was ambitious for C.A.U.T. and not for himself; he was never a publicity seeker nor an empire builder.

C.A.U.T. has now acquired an influence and effectiveness which few would have thought possible four and a half years ago when the National Office was first established. Other national associations are regularly asking

our opinion on matters affecting Canadian Universities; we are being asked to submit briefs to government commissions; our statements on R.C.M.P. investigations and on the status of academics who accept nomination for public office were widely discussed. The Association's present stature is due, in no small part, to the work of Stewart Reid and the confidence everyone had in him. He was extremely modest about his contributions to the work of the Association, even about the success of his efforts to have the Commission on University Government in Canada established. This Commission was really Stewart's brain child. He first suggested it, persuaded the C.A.U.T. Executive to sponsor it, enlisted the co-sponsorship of NCCUC, represented our association in the approach to the Ford Foundation whose grant brought the project into being. He was very active on the four-man steering committee set up to choose and to advise the commissioners. It is a tragic disappointment that he will not be here to read the Mountford-Berdahl report and to observe its effect.

Several suggestions have been made with regard to a suitable memorial for Stewart. These will be considered by the C.A.U.T. Executive when it meets on January 11. Quite apart from any decision which may be made at that time, I would like to say that the memorial that would please Stewart most would be an ever stronger, more vigorous C.A.U.T. Our Association was his constant preoccupation during all the time he served us so well as Executive Secretary and particularly during the last few days of his life when he realized he would not be able to go on. As a matter of fact, one of his last messages was a bit of advice which he asked Mrs. Reid to pass on to me as President of the Association.

Four weeks ago to-day, Stewart came to my room at the King Edward Hotel in Toronto to discuss some matters which were to come up at the C.A.U.T. Council meeting the following day. As he came in he told me, in a shocked voice, that he had just heard that President Kennedy had been assassinated. We were both so stunned by this senseless crime and its possible consequences that we sat

paralyzed for a time just looking at each other. Finally, Stewart said, "Well, life must go on, and we have work to do." I feel that he would want me to say the same thing to all C.A.U.T. members now. "Life must go on and we have work to do."

Ave atque vale.

London, Ontario,
Friday, December 20, 1963.

Robert W. Torrens,
President, C.A.U.T.

UNE FLAMME IMPOSSIBLE A ETEINDRE

"Ils n'ont pas peur de contrarier le roi, même le saint.
"Mais aussi quand ils parlent, on sait qu'ils parlent comme ils sont.
"Et qu'ils pensent ce qu'ils disent. Et qu'ils disent ce qu'ils pensent.
"C'est tout un.
"Que ne ferait-on pas pour être aimé par de tels hommes."

Charles Péguy — Le Mystère . . .

Les jeux étaient faits depuis longtemps. Moi qui l'ai connu, je savais qu'il savait . . . Mais il ne voulait pas que l'on en tint compte. La mort, elle, pouvait attendre. Il acceptait, voilà tout. Il fallait bien que le travail avance. Il restait tant à faire; parfois il lui semblait qu'il faudrait en partie refaire. . .

La brusque disparition de J. H. Stewart Reid fera naître bien des souvenirs, provoquera des regrets universels. Il demeurera longtemps le modèle de l'universitaire accompli. Une tête bien faite, mais sans prétention. Une pensée articulée, mais sans ostentation. Il fut essentiellement un chercheur, doublé d'un pédagogue averti.

Il fallait à tout prix favoriser l'éclosion et l'expression de la pensée. Et puis, la vérité se devait d'être dite. Cette vérité valait d'être recherchée en toute liberté: elle appelait, d'impérieuse façon, l'existence et la protection d'un ensemble de conditions en vue d'assurer tant la découverte que l'expression. Ces soucis majeurs expliquent les espoirs, les soucis, les anxiétés que l'on retrouvait chez le Dr Reid et qu'il voulait nous voir partager.

J. H. Stewart Reid n'est plus. Mais ses messages, et ils sont nombreux, demeurent. Tout d'abord, valoriser l'Université, lui redonner son sens vraiment communautaire. Améliorer le dialogue entre les chercheurs, l'administration, les étudiants et nos communautés. Repenser la gouverne des universités pour qu'elles remplissent vraiment leur mission. Enfin, convaincre les universitaires de leurs véritables responsabilités à l'Université et les amener à y jouer à fond le rôle qui leur revient.

Cette tâche est une oeuvre de patience. J. H. Stewart Reid fut patient, et plus souvent parfois que requis. Il l'était, parce que tolérant et compréhensif. Esprit brillant, gentilhomme accompli, doué d'une grande lucidité de jugement, nul autre que lui pouvait assurer à notre profession le degré de cohésion que nous lui connaissons aujourd'hui. Il nous a aidés à clarifier nos objectifs. Il a mis en place les principaux moyens de les atteindre. Certes, il ne fut pas seul à assurer le succès de l'entreprise. Il ne lui serait jamais venu à l'esprit de réclamer pour lui-même une mention spéciale. Il nous estimait suffisamment pour ne vouloir rien imposer. Mais ceci expliquera pourquoi il fut si exigeant pour lui-même...

Madame Reid a partagé la vie de notre collègue, ses triomphes, ses anxiétés, aussi ses espoirs. Nous savons combien il appréciait de retrouver les membres de sa famille. En leur disant combien nous avons apprécié le concours qu'ils ont apporté à l'oeuvre d'un époux, d'un père, je voudrais leur réitérer l'expression de nos condoléances les plus sincères.

Emile Gosselin,
Président sortant de charge,
A.C.P.U. — C.A.U.T.

STEWART REID was a man of infinite courage. He lived his life by his own granitic standards without ever flinching from any consequence of doing so. And when cancer began to destroy his body, he never by word, or intonation of voice, or any flicker of the eye, acknowledged

the pain that gnawed his vitals. This Spartan courage was masked with a gallantry personal to Reid himself. When as a doomed man he stayed at his job, the quick wit, the joyous laugh, would enliven the dullest subject down to the last sad days. In everything he did, when he taught, when he argued in committee, in the ignominy and stupidity of the United College affair, in the years of building the C.A.U.T., the basis of all he did was the same unflawed courage, the same spontaneous gallantry.

Now is not the time nor this the place to attempt to estimate what Stewart Reid accomplished in his sadly shortened life. We can be sure that he did more than anyone will ever know. I believe myself that Reid's great strength was his power as a teacher. He had a singular capacity, without ever being pompous or tiring, for making what he discussed seem vital and urgent. Everything he touched came to life. Everything he dismissed seemed chaff before the wind. I do not know how many felt his magic as a teacher, but I can name some of the rising younger historians who were started on their way in his seminars.

As a colleague he was hard-hitting in argument, openly scornful of what he thought folly or failure to keep a grasp of principle, but he never allowed difference of opinion to divide him from his fellows. It is a rare quality in a profession prone to think words are actualities.

It was, however, not as teacher or member of a department that Stewart Reid died, but in the isolated post, just created and unformed until he made it what it has become, of secretary of the C.A.U.T. He brought to it not only his fighting spirit, but also dignity, intelligence and perception. What might have been a routine job fumbled through to the embarrassement of the profession he served, he made a fulcrum of power for his colleagues. He led where he might have sat quiet; he dared where he might have refrained; he spoke out when he might have kept silence. And his last great effort, the appointment of the Mountford enquiry, will, one hopes, carry forward that transformation of the profession from division and ineptitude to coherence and professional principle that it was his great task to begin.

We must all bear the loss of a great-hearted friend. But we may rejoice that we knew a very gallant man, and that death when it had to come came quickly, a mercy and an accolade.

W. L. Morton

The premature death of Stewart Reid, first Executive Secretary of the C.A.U.T., comes as a cruel blow to the whole Canadian university community. For there is no one in that community — whether a C.A.U.T. member or not — who has not been affected in some way by Dr. Reid's work. When he took office in 1959, he inherited the files and the problems of an organization that had grown more rapidly than a series of voluntary secretaries could keep up with. It was a vigorous organization, clearly of great potential influence, and it needed the guidance of someone who understood and cared about higher education and the people engaged in it, and who possessed vision, sagacity, and courage. In Dr. Reid, a greatly admired scholar and teacher, who had just resigned from the headship of a department in protest against an injustice done to a colleague, the C.A.U.T. found such a man.

It is hard indeed to realize that he took up this appointment only a little more than four years ago, so quickly did he begin to make his mark on the Association, clarifying and deepening its purposes while he was serving them. Those purposes were the purposes of higher education at its best in any part of the world: the extension of knowledge, the enrichment of life, the liberation of the human spirit. Because he was committed to these things, Dr. Reid fought unceasingly for the maintenance of academic freedom, the liberalizing and democratizing of our incongruous system of university government, the extension of scholarship programs, the awakening of professors themselves to their opportunities and responsibilities. In the pursuit of his duties he travelled back and forth across the country, interviewing university presidents and administrators and governors, provincial and federal cabinet ministers and

legislators, students, journalists, mounted policemen — every sort of person concerned with the problems he was tackling. He gave himself ungrudgingly and tirelessly, and indeed gaily.

While he did so, he was also battling the disease that has now ended his life. To it and the suffering that certainly accompanied it he made no reference. At the last Council meeting he attended, in late November, he was as always: alert, efficient, resourceful, cheerful. Except that he was forced to rely increasingly on his cane, there was no outward sign of the knowledge he must have had. What fortitude the soul contains, says Emily Dickinson.

To have known him as a friend was to have realized that this fortitude was no pose. He was one of those rare people who habitually bring their entire selves to bear on the matter of the moment — and do so with grace and humour. They live at the point of time's needle. I know of nothing that quite resembled Stewart Reid's letters, for example: hand-written, dateless and brief, coming directly to their question, and yet invariably by a turn of phrase or a tangential comment revealing the mind of the writer. The last one that I received, written only a few weeks ago, concerned the arrangements for a meeting. Yet it ends with an abrupt and thoroughly characteristic remark: "There's probably nothing in the world stuffier or more conservative than a conservative socialist. Didn't Shaw discuss them? I know William Morris did." It is the comment of the best sort of liberal — always curious, and gaily critical of liberalism itself.

The best tribute to him — the one he himself would prize most — will be the continuation of that liberalism in the Association to which he devoted the last years of his life. It will, too, be the best expression of our sympathy towards Mrs. Reid, who strengthened him in ways that we can only guess at, and to their family. They, much more even than the rest of us, have lost a gallant comrade.

Percy Smith

UNIVERSITY EDUCATION IN ONTARIO

A Brief prepared for presentation to the Prime Minister of Ontario by the Ontario Council of University Faculty Associations

Summary

University education in Ontario is rapidly being transformed and is becoming much more important for the well-being and progress of Ontario. Many more students are going to seek entrance to universities in future, and an expanding and prosperous province will require both more university graduates and also many kinds of university graduates.

The problems of increased numbers are pressing but not insoluble. What is not as well understood is that this implies an expanded university system, and also changes in the system, if the problems of numbers are to be met. Many of these changes are also desirable on other and equally important grounds.

This problem of expanding and changing the university system is much more complex than appears to be commonly realized. If the provincial government is to be actively concerned about these matters, it must be much better informed about university affairs than it is at present, and give considerable thought to arriving at the best relationship with the universities.

The university teachers of Ontario are alarmed that many of the problems of universities are not well understood and that the province is not adequately equipped to inform itself on university matters.

This brief contains a number of suggestions and observations, and three specific requests for action by the provincial government which it is believed will assist in developing an excellent university system for Ontario.

Preamble

This brief has been prepared by the Ontario Council of University Faculty Associations, as representing the view of the Faculty Associations of all the universities in Ontario. It is intended to complement the Report made by the Presidents of the Universities of Ontario to the Advisory Committee on University Affairs in 1962 entitled Post-Secondary Education in Ontario, 1962-1970 (com-

monly referred to as "The Deutsch Report") and the Supplementary Report No. 1 released in June 1963. The university teachers of Ontario have become increasingly alarmed that it is not well understood that if the problems of increasing total enrolment are to be adequately met, a number of related and equally important problems must also be resolved. The present brief considers particularly:

(a) the relation between problems of increased university enrolment and problems involved in improving performance in certain university functions;

(b) certain special aspects of the problem of rapidly increasing university enrolment;

(c) a definition of appropriate relations between the provincial government and the universities.

This presentation is being made in the hope that it may be of assistance not only to the government in determining policies on university matters, but also to the general public in helping it to understand more fully the problems of Ontario universities.

I. Introduction

Traditionally the province has supported one strong "provincial university" — the University of Toronto — and until recently gave limited or no support to the "private universities" of the province. Over the years a good working relationship grew up between the Ontario government and the University of Toronto; the other institutions went their own ways, doing with their limited resources what they thought best to meet the limited demands made upon them. Since 1945 however the position of the universities in Ontario has changed almost beyond recognition. No "private university" can any longer meet from the traditional private sources of revenue either the demands of increased enrolment or the growing need in society for graduates and for research. Gradually the provincial government has come to support the universities with larger and larger grants. Since the universities have tried to meet the academic demands made upon them, and since the government alone was able to pay for a large university expansion, practically all the Ontario universities are now in a sense provincial universities. The government is no longer dealing with a single provincial university but with a provincial university system. It is inevitable then that the provincial government should consider how it may best assess the needs of individual universities and how best allocate grants to meet the needs of the whole university system.

1. *The Challenge to the Universities*

In 1961-62 36,000 students attended sixteen Ontario universities: it has been estimated that by 1970-71 at least 91,000 students will be enrolled in eighteen universities. In 1961-62 there were about 2,100 persons on the teaching staffs of the Ontario universities: it is estimated that by 1970-71 more than 8,500 university teachers will be needed.

The scope of this expansion has been publicly recognized, and a beginning has been made, through various programmes, to deal with the numbers. For some years the universities have been aware that this "crisis of numbers" would occur and have been considering ways of meeting the challenge. They have also been aware of the need to improve or extend their course offerings. But the universities could neither plan for the crisis of numbers nor resolve their known deficiencies except through the wise application of larger sums of money than they have ever received. In 1963-64, for example, the Ontario universities received only 60 per cent of the capital grants they requested of the government.[1]

2. *The Role of the Universities in a Changing Province*

As the province of Ontario has grown in wealth and population since 1945, and has changed from an agricultural society to an industrial and urban society of great complexity, the need for higher education has become more clamorous, both for the good of individuals and for the well-being of an industrial society. The universities now have to serve society in new roles, as repositories of knowledge and as centres for research and the advancement of knowledge, not just as teaching institutions.

The universities of Ontario, in general, do not at present fulfil all these functions adequately. Their greatest success has been in providing respectable undergraduate degrees in general courses, in the standard honours programmes, and in certain professional fields. The least impressive work is in research, scholarship, and graduate training.

3. *The Need for University Development*

For the universities of Ontario, the main problem is not simply that of enlarged enrolment: it is the problem of enlarged enrolments *and* of making major improvements in almost all areas other than

[1] *The Structure of Post-Secondary Education in Ontario:* Supplementary Report No. 1, p. 19.

undergraduate training. These improvements are not directly connected with the problem of numbers; but a satisfactory solution of the problems of improvement will probably help to solve the problem of numbers, and other improvements can, by skilful education and institutional planning, be reconciled with the problem of numbers.

II. Better Universities and Enlarged Enrolment

In this section the needs for improved performance of a number of university functions are considered: research, graduate study, various professional activities; and the relationships of such improvements to increased enrolments are explored. The relationships among the universities, and between the universities and governments and semi-public bodies, are reserved for later sections of this report.

1. *Research and Scholarship*

Our increasingly complex, urban, industrialized society requires for industry, commerce, government and education a greatly increased number of more highly qualified persons. In many fields in which not very long ago an honours degree was considered adequate, employers are now demanding that professional staff have at least a master's degree. Again, to keep up with and contribute to developments in science, technology and social sciences, increasingly large sums need to be spent on research, because both society and human knowledge are changing more rapidly than in the past.

As industry and governments look for more highly qualified staff and seek help in both basic and applied research, they are discovering that the universities can neither carry out such research nor produce graduates to meet their needs. The plain truth is that our universities are good undergraduate teaching institutions, but they are not equipped to be much more than that.

Some basic research is being done in scientific fields and in medicine, mainly because of the efforts of the National Research Council. In the social sciences and humanities, with some notable exceptions, scholarship is relatively neglected in Canada. In no Canadian university is research carried out — like teaching — as a part of the normal activity of the university community. Yet research is needed to keep up the standards of the university — to keep the university teacher alive and growing. Without research, universities are merely glorified secondary schools. Research — even successful research — is never finished; the moment the scientist or sociologist or literary critic announces his findings or publishes his results, he

must turn back to his laboratory or to his desk and resume his habit of questioning, experimenting, and testing.

To extend the boundaries of knowledge is as much the duty of the university as is the passing on of knowledge. The research needs of Ontario universities ought to be given a much higher priority than government or university administrations have so far been willing to give. The provision of adequate research facilities and assistance will attract not only the best staff but the best students as well.

The results of increased research activity may be unexpected; an article in the *New York Times* last year offered the view that

> Management planners, in considering sites for new or expanded facilities, have found that the availability of trained minds overshadows even such factors as the labour market, water supply and power resources.
>
> The evidence is overwhelming. Route 128 encircling Boston, the industrial complex around San Francisco Bay, that related to the California Institute of Technology and U.C.L.A. in the Los Angeles area and other similar situations are cogent examples of the clustering of industry around centers of learning.
>
> ... you can almost plot America's economic development in the future by locating the Nobel Prize winners in the natural sciences.

Whether factories actually follow the flag of research or not, modern industry feeds upon research, modern government cannot operate without it, and universities die when it is allowed to languish. Yet, today, in Canada, spokesmen for the National Research Council and for university scientists alike complain loudly and bitterly of their poverty in opportunity. The report of the medical vice-president of N.R.C. for the year 1962-63 not only condemns the lack of university-centred research in this country but cites that lack as the chief reason for the drain of scientific manpower to the United States. Research activity in Canadian universities in the social sciences and humanities is, of course, in even more desperate straits.

2. *Graduate Studies*

The other most obvious deficiency in our university system, and one closely related to research, is in the field of graduate studies. Our society's pressing need for more university teachers, for more research workers, and the general demand for higher educational standards, are making graduate studies increasingly important.

Traditionally Canada has relied largely on other countries for graduate training: she has exported university graduates and persons trained in the professions, and has imported university teachers and

research workers. This is no longer feasible. A much larger proportion of our trained manpower must be kept in Canada if we are to achieve our potential as a nation: such manpower is our scarcest natural resource.

The shortage of university teachers and of highly qualified research workers is world-wide; it is becoming more and more difficult to attract desirable persons from the traditional sources of the British and American graduate schools. In any case, we cannot have a first class university system, or extensive research programmes, unless we have an extensive and excellent programme of graduate studies, and without such a programme we cannot even keep our standing as an advanced society.

Many of the better American universities consider it to be essential to have a large body of graduate students pursuing intensive, specialized, advanced work. At Harvard, Yale and Princeton, for example, the number of graduate students is at least equal to the number of undergraduates. At Harvard in 1959, out of a student body of 11,000, 6,500 were graduates. This is a ratio of 1 to 0.7 — a far cry from that which obtains in Ontario institutions. At the University of Chicago, there are roughly twice as many graduate as undergraduate students, and the same is true at Columbia. At Princeton and Yale the ratio is approximately 1 to 1. At Duke University the avowed policy is to maintain a proportion of some 1,800 graduate students out of an enrolment of 5,000. At most good state universities, a ratio of 1 graduate to 2 undergraduates is usual.

In Ontario the ratio is far less encouraging. According to Dominion Bureau of Statistics publications, in 1962-63 only about 3,300 out of some 39,000 full-time students were pursuing advanced work towards graduate degrees. (For all of Canada the total university student population was approximately 141,000, with about 8,500 registered in graduate degree courses.) At the University of Toronto, excluding from the statistics the largely undergraduate enrolment of the federated and affiliated colleges, the D.B.S. figures indicate a graduate enrolment of 1,390 and an undergraduate enrolment of 7,800 — or a ratio of 1 to 5.6. But even that figure, for the institution with by far the largest graduate activity in Canada, falls far below that of the leading American or British universities. And if we include in the Toronto statistics the enrolment in the affiliates and federates, we get a ratio of about 1 to 9. At Western Ontario the ratio is also 1 to 9 (466 graduate students to 3,570 undergraduate);

at Carleton it is 1 to 18 (105 graduate to 1,850 undergraduate); at McMaster, 1 to 8 (240 graduate to 1,920 undergraduate); at Queen's, 1 to 10 (300 graduate to 3,090 undergraduate).

In 1956 the administrative heads of Canada's universities met in Ottawa to consider "The Crisis in Higher Education" and discussed the necessity for a "crash programme" to expand graduate schools in order to meet future staffing needs. During the next year the number of Ph.D. candidates actually decreased. Between 1956 and 1962, the total number of Ph.D. degrees granted by Canadian universities in all disciplines increased only from 292 to 321. Every projection indicates that Ontario will need by 1970 some 5,800 additional university teachers. Even if as many as 50 per cent of new Ph.D. holders can be attracted to university posts, at the current rate of graduation we shall fill only 20 per cent of our needs.

The purpose of a programme of graduate studies is of course not merely to produce university teachers. In an address in the Legislature in March, 1963, the Prime Minister spoke of the possible effects of increased graduate activities on Ontario campuses. "These highly qualified teachers," he said, "if not required [by the universities for teaching purposes] can be very readily absorbed into business and industry and if they are not required for the purposes we have planned, they will make a useful addition to the professional services available to business and industry." The plain truth is that whether their services as university teachers are required or not, a very large proportion of those leaving our graduate schools will go into business, into industry, and into government service. Surely it is desirable that they do so. The justification for extremely heavy expenditures on graduate training in the next few years is infinitely more complex, infinitely more weighty than the simple one of providing more university teachers, important though that may be.

3. *The Library Problem*

Research cannot be fostered, graduate schools cannot be built up, and reputable staff cannot be recruited, unless the universities can develop good library resources rather quickly. A recent survey of Canada's largest university libraries (E. E. Williams, *Resources of Canadian Universities for Research in the Humanities and Social Sciences*) produced the very depressing comment that not one Canadian university library could be considered first class: not one of them could compare with the best in Britain, in the United States,

or in most of the European states. (By contrast, California, with a population three times that of Ontario, has two first class university libraries). In the main, our holdings are really only adequate for undergraduate teaching in arts, science, and the professions; a few libraries can boast of impressive holdings in some specialized area, but in the main they are inadequate as centres for advanced study. The problem of building up library resources is not simply one of money. There is an increasing competition for items which are hard to get and without which no faculty of arts and science can offer instruction in honours or graduate work. New techniques of reproduction, such as microfilming, have helped only a little, and none of these new techniques is inexpensive.

Not only ought there to be a very careful and well thought-out programme for bolstering and supplementing the libraries of Ontario universities to provide a sort of basic minimum holding, but there ought also to be a careful and well thought-out plan of co-operation amongst the libraries to avoid unnecessary duplication of specialized and expensive holdings. The aim of such co-operation should be the improvement of libraries, not the cutting of library expenditures. This work cannot be done by junior clerks. It can only be entrusted to very senior and highly qualified scholars. Once again the question of quality is at least as important as the question of quantity.

4. *Professional and Honours Courses*

Next to graduate courses, the most expensive to maintain are professional and honours courses, and these best reveal the dangers inherent in concentrating exclusively on the total number of students seeking university admission without due consideration of the types of courses they will study. Of necessity, the number of students per teacher is low in honours and professional courses, and thus there can be no rapid increase in the number it is possible to accommodate. Obviously, special efforts must be made immediately to expand these courses, and yet the present policy seems to aim mainly at expansion of the general courses to meet the problem of increasing numbers. In 1961-62, the arts and sciences faculties accounted for little more than half of the university students in Ontario. Of these, probably twenty per cent were in the expensive honours programme. Nearly one-fifth of all students were in the major professional courses of engineering, law, and medicine. Unfortunately the pressing need for expansion in these areas is not likely to be met adequately as long as the present provincial grant policies persist, for these policies

provide very little incentive for the provision of the more expensive courses.

The dangers of ill-considered policies and bad planning are well illustrated by the problems besetting engineering faculties. Partly because of great public interest in engineering a few years ago, and partly because government grants apparently were easier to obtain for engineering, many universities have added engineering faculties. The number of engineering students has remained almost constant since 1958, but the number of engineering faculties has increased from two to ten in that period. Thus in these faculties there is now extensive excess capacity at the undergraduate level, and yet there are still serious deficiencies in advanced specialized courses, graduate work, and research.

The medical schools provide another good example of the need to consider more than merely the total number of students seeking admission to university. Of 36,000 undergraduate students in Ontario in 1962-63, only 1,700 were in medicine. (Current enrolments are Toronto 850, Queen's 350, Ottawa 290, and Western 250). McMaster University has proposed to add a faculty of medicine at a reported capital cost of $24,000,000 (including a 360 bed teaching hospital). Presumably it will have an enrolment when fully established of about 300 students.

Obviously medical education is particularly expensive and it must be integrated not only with teaching hospitals but also with residency training programmes for specialists, and the training of personnel in the paramedical fields as well as the training of nurses. Two new faculties of medicine are needed in Ontario. All the existing medical schools need extensive and expensive new facilities to keep pace with the rapid expansion of medical science. This particular problem seems minor if seen only in terms of numbers of students in faculties of medicine, but is of course a major one in terms of finance, staff and research. Numbers of medical students cannot be increased quickly and the operating cost per student is inevitably higher than for other students, yet this differential does not appear to be recognized in the existing pattern of grants.

The problems of faculties of medicine are complicated by the fact that the Ontario Hospital Services Commission has only now indicated its recognition of teaching hospitals as a special category. Medical education is inextricably bound up with hospital finance and operations.

University Enrolment by Courses 1961-62

TABLE 1

	Arts	*Pure Science*	*Engineering*	*Medicine*	*Law*	*Other*	*Total Under-Grad.*	*Graduate*	*Total*
Assumption (Windsor)	747	261	190	—	—	151	1349	63	1412
Carleton	757	384	164	—	—	215	1520	33	1553
Lakehead	86	—	22			1	109	—	109
Laurentian	143	81	11			20	255	—	255
McMaster	855	458	206			112	1678	201	1879
Osgoode	—	—	—	—	407	—	407	—	407
Queen's	1209	317	798	342	87	318	3071	281	3352
Ottawa	949	232	189	262	163	833	2628[1]	347	2975
Toronto	1508	491	1486	858	161	3037	7541	1384	8925[2]
Waterloo	120	124	819	—	—	—	1063	42	1105
Waterloo Lutheran	732	—	—	—	—	121	853	—	853
Western Ontario	1666	498	228	241	95	584	3312	404	3716
York	216	—	—	—	—	—	—	—	216
OAC-OVC	—	—	—	—	—	693	693	114	807
Other									
Total	13870	3571	4378	1703	913	8534	32968[3]	2903	35871[3]

1. Theology is not included for Ottawa (it amounts to 319 out of the figure of 500 for the whole province, which is included in the total undergraduate enrolment of 32,968).
2. For Toronto, students in affiliated colleges are not shown. This would add 3479 in arts and pure science and 195 in commerce.
3. Including the 500 theology students.

Source: Dominion Bureau of Statistics: Survey of Higher Education.

5. *The Staffing Problem*

The level of academic excellence attained in Ontario's universities will depend to a very large extent, then, upon the willingness of the public and of the government to finance *improvement* as well as *expansion* of facilities. Expanded research activity and increased opportunities for graduate studies will be possible only if adequate staff, research facilities, research materials and library resources can be provided. The staffing problem is an acute one. It faces us in the simplest and starkest form — that of securing enough persons to stand up in front of undergraduate classes and give adequate lectures to junior students. But it faces us in many, much more complex forms as well. Of course even a freshman student is entitled to know that he is listening to the views of an acknowledged expert on the subject of the lecture. If, instead, he is faced with a graduate student, just at the beginning of his preparation as an academic specialist, and who perhaps "took the course" himself only a year or so before, then the student is being cheated of his rights.

The problem becomes infinitely more complicated, however, when it involves finding specialists in relatively narrow fields to conduct research, direct seminars, and supervise graduate theses. It is possible to lecture effectively in some disciplines to several hundred junior students at one time (if ancillary pedagogy is provided). But "lecturing" to graduate students is virtually a contradiction in terms. In graduate teaching one thinks rather of compact research teams, small seminars, and the intensely individual process of directing research through the close relationship of supervisor and individual student.

Measuring the "efficiency" of a university by such indices as staff-student ratio can be grossly misleading unless the nature of the courses offered is also taken into account. Let no university administrator or provincial politician be misled: the present practice of enlarging classes and hiring cheaper and less-well qualified teachers, will not solve our university problem. It will merely reduce the already often dangerously low quality of teaching.

Yet it is hard to see that any other policy is being followed at present. The faculty association of one Ontario university has carried out a survey of the recruitment of staff in its own institution during the period from 1957 to 1963. On the basis of degrees held by new appointees and seniority of appointment status, the evidence indicates a steadily dropping standard. Out of eleven new appointees in 1957,

seven had the Ph.D. degree, four had the M.A. In 1962, of 28 new appointees, eleven had the Ph.D., ten had the M.A., and seven had nothing beyond the B.A. Of the 1957 recruits, only half were junior appointments; of the 28 appointed in 1962, 25 were at junior levels, 15 as lecturers at the very bottom of the academic ladder. A somewhat similar pattern of recruitment seems to be general throughout Ontario universities, reflecting a progressive dilution of the qualifications and experience of the teaching staff.

The need is quite clear. A concerted, planned effort must be made now to recruit — not only in Canada, but in the United States, the United Kingdom and elsewhere — scholars of reputation and accomplishment to bolster the faculties of existing institutions and to form a nucleus of proven competence for the faculties of the new institutions being planned. This can only be done by offering attractive conditions to the kind of research-scholar-teacher that is needed. Such conditions would include not only adequate salaries, but easier teaching loads, access to better libraries, smaller classes of better students, and a more enlightened policy in the matter of research and secretarial assistance. Unless such a plan is implemented, the most praiseworthy efforts of the most enlightened provincial government will be of little avail.

The generally good reputation of Canadian universities has been based on sound teaching rather than on extensive facilities. The danger of increased numbers of students is that the quality of teaching will be diluted without any offsetting improvement in faciliies.

6. *International Competition*

Some of the problems related to graduate teaching, research, and recruiting of university teachers might be more easily solved if Ontario could be considered by itself, or even as part of the Canadian scene. However, in both research and graduate facilities, we are very much overshadowed by the United States and to a certain extent by Great Britain. With their greater resources and larger and wealthier institutions, the best of the American and British universities offer opportunities which attract those who are usually the best teachers, research workers and graduate students. Once they have left it is not easy to persuade them to return.

It is becoming increasingly difficult to import university teachers, for the same problems of numbers are facing universities in both Britain and the United States. Salaries at the best American universities range from $3,000 to $10,000 above comparable ones at

Canadian institutions. When research facilities are inadequate and the best graduate students are attracted elsewhere by better facilities and more generous fellowships, it is difficult to attract or retain good teachers. Without good teachers and research workers, it is difficult to attract good graduate students or to develop good research facilities, which too often are dependent on special grants.[1]

More and more it will be necessary not only to train more graduate students in Canada, but also to reduce the numbers who go to American institutions for their training. The only way to accomplish this is through more substantial support of research in general and the graduate schools in particular. The province has taken important steps to meet these needs with its Ontario Fellowship plan and its special appropriation of $3,000,000 for the support of graduate work. The plan is a generous one, though there is a shortage of supplementary funds to provide offers to the very best students to match those they have received from major American institutions. Not that finances are the only consideration in the case of such students — they usually choose their graduate school on the basis of library and laboratory facilities, and the quality of the teaching.

7. Increased Numbers and Improved Quality

In point of fact, one of the best ways to contend with the problems posed by increased numbers is to seek to improve the quality of performance of all the functions of the universities. An extension of graduate training will produce more and better qualified teachers, and any increase in the number of graduate students will immediately add to the pool of teaching assistants and tutorial leaders to aid in the instruction of undergraduates. In the same way, any improvement in library facilities will help both graduate and undergraduate students. And, as has been previously noted, improvements in the quality of university facilities will tend to attract and hold better teachers and scholars.

There are of course inevitable conflicts between the two goals of coping with quantity and improving quality. Both make large claims on available resources. But, paradoxically, in the final analysis,

[1] "It is not in any way extravagant to estimate that we need an additional $25,000 for laboratory equipment immediately on the appointment of each new professor in a science department. In the humanities and social sciences the great need is for library facilities; the expense involved does not appear in my budget but the effectiveness of the staff of this Faculty and our ability to recruit (and hold) the staff which we need for expanded graduate work depend in very high degree on the provision made in the budget of the Chief Librarian." Dean Bladen, University of Toronto, President's Report, 1961-62, p. 35.

the solution of the problem of numbers is inextricably connected with the question of quality.

8. *Implications*

The present crisis in higher education is not a sudden emergency. It has been years in the making. The emphasis on goals to be reached by 1970 makes the difficulties appear to be essentially short term ones, rather than, as in fact they are, continuing ones. We should now be giving thought to the requirements of 1975 and 1980. But the kind of hard thinking needed about goals, purposes and direction must be based on accurate information. Unfortunately, as is indicated in the statistical table, our information about even the current situation seems to be sadly deficient.

There are problems which complicate and perhaps even dwarf those presented by increased numbers of students: basic questions about the kind of institutions in which these students will be accommodated, and about the nature, size, location and, above all, about the fundamental educational goals to be pursued in those institutions. There are even more vexing questions about the quality and the nature of the work that is to be done in the universities of Ontario, old and new, large and small, during the next several decades. Finally, and perhaps most important of all, there is the question of the relationship which should exist both practically and constitutionally between the universities and the governments which support them.

The dangers of exclusive concentration on the problems of numbers are best shown by an examination of particular courses. Students in general degree courses in the humanities and social sciences can be taught in large classes and require less expensive and elaborate facilities. The problems of teaching become more difficult and the courses more expensive in the sciences, honours programmes, and undergraduate professional programmes. Graduate work and research are even more expensive and difficult to provide for, as larger libraries, more elaborate laboratories and buildings and lower student-staff ratios are needed. Inevitably, the more specialized the work, the more difficult it is to provide for additional numbers, and thus expansion is necesaarily a slower process. It is generally conceded that it takes at least a full generation to build up a good graduate school.

We cannot stress strongly enough our conviction that what is needed at this time is not a well-meaning but ill-informed crash

programme, but a careful and rational examination of the future demands on and needs of the universities of Ontario. Are the universities to provide a sort of minimum general post-secondary education for all those who can meet the Department of Education's standards of acceptable high school performance? Should they concentrate their efforts on the average student and, if necessary, water down admission requirements and courses to suit the wishes and capacities of the great majority? Or should the universities produce the highly specialized, highly trained minds that a complex industrialized society requires? Should they still perform their traditional function of educating for leadership? Should they aspire to be not merely teaching institutions, but also centres for the constant testing and weighing of existing knowledge and for the search for new knowledge? Are colossal, highly organized fact factories what is wanted or centres where quality is more prized than quantity, where direction is at least as important as achievement, where reflection is as highly regarded as training, and where there is a place for what the Greeks called "weighing fundamental thought"?

It is unfair, of course, to suggest that a choice must be made between these alternatives. If Ontario can afford it, all these ends should be pursued. However, if at the moment all are not possible, then the easy and popular line should not be followed blindly and unthinkingly. By holding firm to the concept of academic excellence, even the smallest and most poverty-stricken university community can at least survive; without this concept, the richest, largest and best-equipped institution can become an intellectual wasteland.

III. University Organization and Policy

In this section particular areas of internal university policy are considered — salaries, admissions, residences — as well as general matters of university government, improved utilization of available facilities, and co-operation with other institutions.

1. *Better Use of University Resources*

Since it became evident that universities would have to be greatly expanded, and that this expansion would be mainly financed out of public funds, there has been growing interest in ways and means of making fuller use of university resources. Unfortunately, a good deal of the public discussion of these matters has centred on peripheral issues and has not come to grips with the main problems involved.

Certainly universities should constantly be seeking to improve their effectiveness, and any misuse of their limited physical facilities and teaching staff is indefensible. However some apparently possible ways of increasing utilization of expensive buildings and equipment may not be as feasible as they appear on first sight.

University facilities are of course not used only from September to May, when regular classes are in session. Summer schools, research projects, graduate students, and conferences keep most universities as busy in summer as in winter. With the increase in graduate and advanced degree work, laboratories and research facilities are in fact often used more intensively in summer than in winter.

In any event, improving utilization of physical facilities is only one part of the problem. The shortage of university teachers is a more intractable one. Any improvement in the use of their time will help solve the larger problem. The greater use of teaching aids, such as closed circuit television, needs further study. More could certainly be done to relieve the university teacher of routine chores by provision of clerical and technical help on a more generous scale and by more widespread use of modern technological aids such as tape recorders and photocopiers. At present, stenographic help tends to be minimal, and even in large universities it is not unknown for twenty professors to have to use one wall telephone in the corridor.

The central question that must be asked in "how can the universities be made more effective", rather than such essentially subsidiary ones as "why not change to a year-round teaching system". The larger question involves such basic issues as the length of the university term, the frequency of final examinations (every three or four months or once a year), greater financial assistance for students so they will be less dependent on summer earnings, balance between teaching and research for active teachers, large classes versus small classes, and many other problems. It would be dangerous to adopt facile solutions to such large and critical questions.

2. *Inter-University Co-operation*

Perhaps even more important than improving the use of physical and human resources in any one institution is the encouragement of some form of co-operation amongst the whole provincial group. The luxury of completely separate and independent existence is no longer possible. In such important matters as the expansion of research and of graduate studies, for example, a provincial scheme is essential, and a measure of co-operation among the participating

universities would be most desirable. This is not to suggest that the universities and colleges of Ontario should conform to the same pattern, but rather to stress the necessity for diversity of emphasis and of goals. There are some university efforts, such as adult education, which could be much better planned on a province-wide than on an institutional basis. There are other activities which not all universities need or want to engage in. There are some areas of research which need concentration, not duplication of effort. A joint attempt to map out a basis for co-operation would probably result in better work as well as more of it.

Outside of Ontario, in the Maritime and Prairie Provinces, the universities have agreed among themselves on arrangements for a degree of specialization in graduate work, medicine and some other areas. In Ontario there have been some agreements between universities on the fields in which they will offer courses. An example of co-operation of a different type is the "New Universities Library Project", whereby basic libraries for five new universities and colleges will be purchased jointly through the University of Toronto Library, at an estimated saving of $1,400,000.

Clearly the need for co-ordination and co-operation between universities will increase. At some stage more permanent and comprehensive machinery to ensure this than presently exists will be required.

3. *Salaries*

If larger numbers of students are to be taught, a higher proportion of the best graduates must be attracted into university teaching. If the increasing needs of society for university and research facilities of the first quality are to be met, salaries will also have to be raised so that Ontario universities can compete more effectively for staff with the best universities outside Canada. At present our salary scales are rather below comparable ones for secondary school teachers.

It is hard to justify the anomalous situation in which a university teacher, usually with a Ph.D., can be receiving at age thirty-six a salary of less than $8,000, whereas a classmate with whom he attended university is receiving at least $9,600 in the Ontario secondary school system. It is also hard to justify a situation where it is possible for a professor to receive a lower salary than his wife is paid as a secondary school teacher (general degree — level 2),

both having graduated from university in the same year. These are not isolated examples or exceptional cases.

It has been suggested that the shortage of university teachers can be alleviated by recruiting from the high schools, some of whose teachers are qualified for university work. As long as this salary differential exists, such recruitment is unlikely.

Generous provincial grants have made it possible to raise elementary and secondary school salaries to their present levels. These grants were provided in recognition of the fact that higher salaries were necessary in order to attract sufficient teachers. In the same way, money must now be made available so that university salary scales can be raised to an appropriate level.

4. *Admission Policy*

The province's stated policy that "admission standards should be moderate and reasonable and such as to enable the average student to proceed to a degree" is a sound one. However, such a policy should not and cannot be universally applied for all courses and for all institutions.

For some courses, such as medicine, it is necessary to limit the size of classes because the nature of the course requires emphasis on individual training and highly specialized facilities. For such a course, the only effective method may be to set a limit of numbers to be accepted, and to fill that number from the applicants with the highest qualifications. If there are more qualified applicants than places, then it may be necessary to duplicate the facilities, preferably at another institution. For example, it has been suggested that new schools of medicine, pharmacy, dentistry, social work and education are required.

Similarly for universities or faculties as a whole, if more students apply than the particular institution can accommodate, then some means must be found of limiting numbers. Otherwise the staff and facilities may be so overloaded that the quality of the work will be reduced and all the students suffer in consequence. The only alternatives are either to increase government grants so that the increased number of applicants can be accommodated — and clearly the number of places often cannot be increased quickly enough — or for the university to be selective in accepting applicants. The third alternative of selecting by applying a means test of higher fees is undesirable for

an institution rendering an essential public service. The best means available of screening applicants is to raise the admission standards, which are generally based on matriculation examinations. However for predicting success in university work, these are not an accurate measure in all cases, and this introduces an element of inequity.

Thus, if university admission requirements are to be kept more or less uniform at 55-60 per cent on Grade 13 examinations for all universities either financial support must be given by the province to each university in proportion to numbers of applicants for admission and on a more generous scale, or the province must direct students as to which university they may attend and what courses they may take. Neither policy is practical nor is it politically possible. Rightly or wrongly, students and parents have their own views on which universities they favour. New and untried institutions will often be handicapped in attracting students, compared to those with established reputations, and a uniform admission standard combined with freedom of choice on the part of registrants would swamp some universities and depopulate others. As a practical measure, some variation in admission standards is inevitable.

On the other hand, since the province is meeting a large part of the university budget, it can reasonably expect that no university will raise its admission standards or fees above the usually accepted level, unless it is faced with such pressure of numbers that it must be selective, or unless the provincial grants are inadequate to meet the reasonable needs of the university.

5. *Location of Universities and Colleges*

It is desirable that universities should be dispersed throughout the province. This will not only reduce as much as possible students' travelling and living costs, but will also enable the universities to develop ties with the local areas. However, these are not the only considerations in the location and development of university facilities. Many extensive areas do not have sufficient population to support even a modest college at any reasonable cost. Because of the highly specialized nature of some university work, it is inevitable that in some faculties and in some courses, students will always be drawn from very wide areas.

Mobility of students is desirable from a more general point of view to avoid in-breeding in a particular area or institution. Even in the more widely-offered arts courses, it is desirable that some students should attend other than their local university for the sake

of both universities and students. Indeed, it is probably impossible to have a first class university which does not draw a large proportion of its students from outside its local area. If a university has a good reputation, it will attract students. If a university has low standards, it will attract only the less able students even from its own locality.

It is certainly wrong to assume that a university is simply a status symbol for a community; that it exists primarily to fill a need in that particular community; that its chief purpose is to provide for a few years a pleasant occupation at the lowest possible cost, for the sons and daughters of the taxpayers in that particular area. The factor of geography is then one of the factors to be considered when planning new university facilities, but it would be extremely dangerous to give it undue weight. Indeed, there is considerable evidence to indicate that geography is perhaps less important than the Deutsch Report would lead one to believe. Of the students at the University of Windsor some 50 per cent come from the immediate Windsor area; at Carleton some 65 per cent are from the Ottawa Valley. At Toronto, however, only about one-quarter of the students are from that city and at Queen's only ten per cent of the students live in the vicinity of Kingston itself.

6. *Residences*

To derive fuller benefit from university all, or nearly all students should be in residence. A university education begins in the classroom or laboratory. It continues outside of formal lectures and classes, in the interchange of views and broadening of understanding through contact with others. This part of the learning process is best achieved by extending the university atmosphere beyond the classroom, library and laboratory into the residence.

If the educational value of residences were the only argument in their favour, then provision of residences might be deferred in view of even more urgent requirements. However there are at least two other reasons why additional residences are necessary if the problems of university development are to be met. As we have seen, a large proportion of the university student population will always have to live away from home. There are only 16 universities and they are located in 10 cities. For any particular student the university that is most convenient geographically may not offer the particular course he desires. (For example Forestry, Pharmacy, Education, Dentistry, Architecture, Town Planning and Aerophysics are offered in Ontario only at the University of Toronto, and 2,189 full-time students were enrolled in these courses in 1961-62.)

Traditionally, out-of-town students have lived in rooming houses near the university. But even in an urban area such as Toronto, while the number of students is increasing, the number of boarding and rooming houses appears to be decreasing, at least in the areas convenient to the universities. The difficulty of securing adequate accommodation is becoming a serious obstacle to growth.

In the case of institutions such as Queen's and the proposed university to be developed from OAC-OVC at Guelph, because they are in smaller centres, or because of their particular location in the city, any substantial increases in the number of students will have to be accommodated in residence.

For first year students, living in residence is particularly desirable to ease the difficulties of adapting to university life. For first year women students, the possibility of living in residence appears to be a major determinant of which university they will attend.

That residences are recognized as an essential part of sound university development is shown by the fact that even the newest universities, with a predominantly local student body, have extensive programmes of residence construction. They must of course offer residence facilities if they are to overcome some of their initial handicaps in attracting students from outside their immediate areas.

If every student is to have at least one year in residence, then for our present student population some 9,000 residence places are needed, allowing for one-third of the total living at home. On the same basis, by 1970 some 19,000 places will be needed.

7. University Government

The changes in university work in Ontario also imply changes in the way universities are run, as existing institutions develop and new institutions are created. The National Conference of Canadian Universities and Colleges, and the Canadian Association of University Teachers are co-operating in facilitating a commission of inquiry and investigation of this problem. The report of the commission (the chairman is Sir James Mountford, formerly Vice-Chancellor of the University of Liverpool) will have importance for Ontario universities in particular.

IV. The Province and the Universities

That the province has a stake in an adequate university system has been recognized almost from the beginning by the creation of a

provincial university financed in large part by provincial grants. It is inevitable and proper that, as university education becomes more important to the welfare of the province, the provincial government should become more concerned about university matters, and that the development of higher education should no longer be left entirely to individual initiative and private financing.

This increased interest is welcome; in the long run it can only be to the advantage of all concerned. It is essential, however, that appropriate means be devised whereby the province can be informed on university matters, and provincial grants to universities be allocated so as to encourage most effectively the development of higher education.

1. *Relationship of the Provincial Government to the Universities*

At present the government must rely for information on university matters on the Advisory Committee on University Affairs, on representations from the heads of universities, and on such information as various government departments may have. Through no fault of their own, none of these sources is at present in a position to supply in enough detail or depth the kind of information that is needed to meet the current critical problems of Ontario universities. With all due respect, we observe that the members of the Advisory Committee cannot be expected to have an intimate knowledge of university matters, since none of them has had experience as a university teacher or administrator, and they are all busy men with many other responsibilities, both public and private. The submissions of university heads are concerned primarily with the problems of their particular institutions. Government departments, including the Department of Education, are not experienced in dealing with university matters, and in any case their concern with university affairs is primarily related to those issues which affect their particular department.

Only when the provincial government is in a position to ask the right questions about university matters in general and about specific institutions can it allocate financial support in such a way as to produce the greatest return to the province at large.

2. *Advice and Policy Formation*

The terms of reference of the Advisory Committee are very wide: it is empowered to study all matters affecting universities and to advise the government thereon. There can be no question that

comprehensive and continuous review of university matters is necessary, but we strongly believe that the Committee as constituted and staffed at present is not an appropriate body to undertake it. The first attempt at a comprehensive report in Ontario — "the Deutsch Report" — is too limited in scope. An example of the sort of comprehensive advice which is necessary for Ontario is the recent Robbins Committee Report on Higher Education in Britain; and the Robbins Report, extensive though it is, emphasizes the necessity for providing further means "for survey and recommendation for autonomous institutions as a whole" on a continuing basis.

Because of the complexities of university problems and their many unique characteristics, the province must have access to advice on university matters from senior persons with recent experience in university teaching. Recent experience is essential, for the character of university work in Ontario has been transformed since 1945 and even greater changes seem in store. The kind of experience that is likely to be of use to the province goes rather beyond that of membership in a Board of Governors, or the holding of an administrative office. The province should be free to seek advice on university matters from sources outside the universities, but it must be certain of getting sound advice from inside.

In addition we believe that the responsibility for providing informed and comprehensive advice should not lie with the body which determines the provincial grants to universities. Such a combination of functions would produce a central body vested with such power and influence that the temptation to engage in centralized planning might well be irresistible, even though such centralized control over universities is contrary to our traditions and practices, and was explicitly rejected in a speech by the Prime Minister on March 21st, 1963. At the same time we feel that the Presidents' Committee and its Research Sub-Committee (which prepared the Deutsch Report) is not broadly enough based to make a continuous and comprehensive review of university matters, nor has it at present the permanent staff or the budget to undertake the essential studies.

We recommend that an Academic Advisory Committee be appointed, made up for the most part of persons actively engaged in university teaching, research, or administration, together with some government representatives and perhaps some others who are familiar with research or education. This committee should have a small staff,

and a budget, so that it could both undertake and commission studies. Among its responsibilities should be the collecting and publishing, on a consistent basis, of statistics relating to universities.

To obtain an overall view of the Ontario universities, the original Deutsch Report must be revised and extended. In many ways an excellent report, and one with which we are substantially in agreement, it was prepared on very short notice. It deals only with the period up to 1970; the statistical material on university enrolments needs more comprehensive study; the Supplementary Report No. 1 is concerned largely with non-university matters.

Studies must be carried out, on a province-wide, or in some cases, a national basis, of such particular problems as, for example, present deficiencies and future requirements in such areas of university activity as libraries, medical schools, nursing education, engineering, and the social sciences. Such particular advice can only come from those who are in continuous contact with these problems at the university level. In some cases, particular studies may be commissioned; in others, permanent advisory committees may be established. The National Research Council and the more recently established Medical Research Council furnish excellent examples of senior research workers in particular fields acting on advisory committees on research in their own specialty. This policy has produced satisfactory results, at small cost, and without building up a cumbersome and bureaucratic superstructure.

One way of getting disinterested advice of high calibre might be to draw on the experience of senior retired university staff, or to arrange for the seconding of senior academics from universities for a period of years. To avoid suspicion of bias in favour of particular institutions, and to provide a fresh viewpoint, staff might be borrowed from universities in other provinces on an exchange basis for periods of, say, three years.

The establishment of an Academic Advisory Committee (and of a separate Grants Committee as proposed below) seems to us a better means of dealing with university problems than those recommended in the Deutsch Report which contemplate strengthening the Advisory Committee on University Affairs rather than replacing it by more adequate machinery.

Furthermore, we feel that a number of problems associated with the alternative suggestions made on page 23 of the Deutsch Report deserve comment. Having either the Department of Education

or a new Department of High Education responsible for university matters does not seem either desirable or workable. As was stated in the Deutsch Report, "both these arrangements would have the grave disadvantage of giving the Government direct control of education — a situation that runs counter to the whole tradition of higher education in the English-speaking world".

The successful achievements of the Department of Education are due in no small measure to the fact that most of the senior civil servants have had teaching experience in the school system of Ontario — they know how it works, and they have continuing contacts with it. We are aware of no one in the Department of Education who has university teaching experience of this sort, or who has continuing working contacts with the universities. It would be as undesirable to have the civil servants in the Department of Education, as constituted at present, responsible for university affairs, as it would be to have university teachers directing the secondary school system. On the other hand, it would be no more desirable to staff a civil service department with former university teachers at this time. Universities are changing so rapidly that in ten years any previous knowledge of the university system would be largely out of date. In any case the shortage of university staff is now such that the province would be likely to find itself with a staff composed of those who have not been successful in university work — just the sort of civil servant the province does not want in the present circumstances.

The alternative suggestion that the jurisdiction of the Advisory Committee be extended to include all post-secondary education does not seem feasible, given the magnitude of the problems, the differences between various types of post-secondary education, and the deficiencies of the Advisory Committee as an agency responsible for university affairs. To accept responsibility for the whole range of such activities in all their aspects, is too much to ask of any group.

The form the advisory machinery should take must ultimately be determined by the government in the light of its needs. What is apparent is that the present machinery is deficient, since the government does not appear to have developed a coherent and comprehensive policy to meet the university problems with which it is faced. (In all fairness it must be noted that no one else has proposed an adequate set of solutions either.)

3. *Financial Support of Higher Education*

The most direct relationship between the province and the universities is the financial one. Not only is the scale of provincial support of higher education increasing, but the province is paying an increasingly larger part of the total costs of operating and developing the universities. Consequently the amount of the provincial grant is the major determinant of development at a particular university, and the allocation of provincial grants among universities is bound to have profound effects on the relative position of individual institutions.

It is therefore of critical importance that the basis for distributing provincial grants be an equitable one which will further development of the right kind of higher education without generating resentments, difficulties and inefficiencies. We are convinced that the provincial government should draft for the universities, as it has for secondary schools, a more exact and comprehensive statement on the way in which grants will be allocated. Grants are made, in one form or another, and on an increasingly generous scale, to practically every institution of higher learning in the province. But there has never been any announcement of the factors which determine the relative size of grants, what areas of academic effort are given the highest value, or whether there is any fixed relationship between such considerations as enrolment, faculties, and functions, on the one hand, and capital and maintenance grants on the other. The statistical tables in this report disclose no clear pattern, nor does an analysis of the grants made over a period of years. In any given fiscal year, institutions in apparently comparable circumstances seem to receive quite different treatment, and individual institutions seem to receive different treatment in different years. Surely there should be a policy established after consultation with university spokesmen, and guaranteed for a reasonable time, as to both capital and maintenance grants. If there is to be such a policy, and not just a series of *ad hoc* decisions, it should be stated publicly, so that there can be discussion of it. If it is sound, it will stand up under scrutiny; if it is not sound, then it should be modified.

A very important reason for defining clearly the basis on which university grants are determined is that existing universities have become very complex institutions, and new ones very quickly become so. Planning new facilities, organizing new projects, building up research potential and recruiting the right kind of staff, are all

TABLE 2

University Grants 1963-64

	Maintenance	Capital	Total	Per Student Maintenance	Per Student Capital	Per Student Total
	Thousands of Dollars					
Toronto	13,050	6,507	19,557	$1,414	$ 705	$2,119
Western Ontario	2,300	3,500	5,800	569	866	1,435
Queen's	2,100	3,000	5,100	620	886	1,506
McMaster	1,850	3,500	5,350	902	1,620	2,522
Carleton	1,200	3,000	4,200	613	1,534	2,147
Waterloo	1,350	3,000	4,350	824	1,831	2,655
Windsor	1,300	3,700	5,000	823	2,342	3,165
York	900	5,400	6,300	2,960	17,763	20,723
Laurentian	425	1,750	2,175	1,610	6,630	8,240
Lakehead	210	300	510	2,121	3,030	5,151
Osgoode	150	—	150	361	—	361
Ottawa (Medicine and Science)	1,100	1,300	2,400	N.A.	N.A.	N.A.

Not allocated in this is $3,000,000 for expansion of graduate facilities and $1,500,000 for Ontario graduate fellowships. Also apparently additional grants have been made to some institutions, since the estimate were adopted.

Calculated on the basis of 1962-63 total enrolment as set out in table of Enrolment by University. Some adjustments should be made for certain classes of students who do not qualify for grants such as those at Grade XIII level. Also no allowance is made for changes in enrolment for 1963-64. See also note regarding statistics. Because this is intended only to illustrate the apparent lack of consistency in university grants, these statistics may not do justice to the position of particular institutions. This is partly inevitable because of the inadequacies of the published statistics.

Per student grants for the University of Ottawa have been omitted as it is not known how many of the students enrolled in 1962-63 were taken into account in determining grants. The 1961-62 figure in the Deutsch Report was 2,200 undergraduate and 490 graduate students.

operations that extend over a number of years. Without some reasonable assurance about their future financial situation, universities obviously cannot undertake the kind of sensible long-range planning that is necessary. The government's undertaking that the capital grants for 1963-64 will be continued at least at that level for the two succeeding years is most welcome. It goes only part way, however, in meeting the problems of long range budgeting. In many cases, grants at the same level for next year in fact really mean reductions in spending. Unless there is some indication of how the grants will change as the university develops, long range planning of expansion and development is virtually impossible.

Any grant policy should take into account not only numbers of students, but also the fact that both capital and operating costs vary greatly with the nature of the studies those students are pursuing. Only in the special support given for graduate studies has some official recognition been given to the fact that the nature and quality of the work being done is at least as important, when determining

grants, as the actual number of students involved. But even in this instance, there seems to be a disquieting notion that these grants for graduate work are of a special emergency nature, and that as soon as the urgent need for university teachers is met there will be no further need for such grants.

We would suggest that any grant formula should take into account: (1) the basic cost of education per student, (2) the difference in costs between different kinds of university education, (3) the special costs of expansion, and (4) the cost of such special aspects of university work as research and other vital and traditional university activities which cannot be easily allocated on a per student basis. In theory it might be possible to take into account specifically and exactly all of the various elements. Even if this were possible, it would be undesirable to tie all grants to a specific purpose since this would involve the province in the internal academic policies of universities to a degree which has never been contemplated even at the provincial universities. Therefore we would suggest that any satisfactory provincial grant formula should provide for a general unconditional grant, related to the number and kind of students, and that this should be supplemented by specific grants for a limited number of special courses or facilities which the government wishes to encourage for some particular reason. Unless substantial allowance is made for the kinds and numbers of students, universities will have little incentive to provide anything other than the least expensive and most fashionable courses.

4. *Provincial Universities*

A particular aspect of the grant policy which should be examined is the financial support of the provincial institutions (University of Toronto, Lakehead College of Arts, Science and Technology, and the Federated Colleges of the Department of Agriculture). All Ontario institutions are now, to a degree, provincial rather than private institutions (except for those with sectarian connection which do not receive provincial grants). The only apparent differences between provincial and private universities are in methods of appointing the governing bodies and in standards of financial support. With the increase in grants to the non-provincial universities, and the emergence of new provincial institutions at Guelph, and the two University of Toronto satellite colleges, these anomalies will become even more significant and obvious.

5. *Administration of University Grants*

With regard to the financial relationship between the province and the universities, we suggest that the province should not only revise its grant policy but also devise a better method of administering such a policy.

Specifically we would suggest very strongly that the provincial government examine the system by which grants are made out of public funds to universities in the United Kingdom and in Australia. In both countries a University Grants Committee, composed of persons with long and successful experience in university work, usually both as teachers and as administrators, is commissioned to deal directly with the various universities, to receive their budget submissions and examine them as part of a national university pattern, and then to arrive at an assessment of the total higher education requirements for an ensuing period of at least three years. On the basis of its assessment, the Committee then deals directly with the government's treasury officers and eventually with the government itself. The system has several very obvious advantages; not least important, it ensures that decisions seriously affecting university policies in expansion and operation will be made by persons who are knowledgeable in these matters. It not only guarantees that freedom from direct governmental interference which is absolutely necessary for the universities, but makes it publicly clear that such guarantees have been made. Nova Scotia has recently established such a Grants Committee, headed by the former President of the University of British Columbia.

Without such an independent body, the decision on how many dollars should go to the University of A and how many to the University of B will still be made by the government. No matter how well intentioned and high minded that government may be, they will be suspected of letting political considerations affect their decisions, and inevitably attempts will be made to influence them through political channels. Under a University Grants Committee system the committee does not simply advise. It makes a formal assessment, based on its own peculiar competence to do so, and then submits to the government a formal recommendation on a total budget. The government may, of course, in extraordinary circumstances, refuse to accept this total budget, but it must justify its refusal before the legislature and before public opinion. It has no opportunity — and seeks none — to tinker with individual university financial requests.

6. *Independence of Universities*

The mere fact of having to make an annual request for grants imposes severe limitations on the administrative heads of the province's universities: they may fear to arouse controversy; they may refuse to innovate even where innovation appears necessary. Already there has been, not only in Ontario but everywhere in Canada, a great deal of governmental interference in university policy. Statements by cabinet ministers on the raising of admission standards, decisions to grant a university charter for one community but to withhold it in another, special capital grants to one institution and none to another — these are only the most obvious forms of "interference" and they are not easily reconciled with statements about the need for university independence. No one, surely, would argue that universities should have complete freedom to determine how much they will spend and for what ends. Nor, presumably, would anyone seriously propose the establishment of a Department of Higher Education with authority to rule on what the universities should teach, whom they should teach, and who should do the teaching. To find a workable guarantee against such extremes is a task in which all elements in the university community in Ontario would be eager to participate.

We welcome the Prime Minister's statement in the Legislative Assembly that he believes the maintenance of the independence of universities to be essential. "To achieve independence, a university must be dependent on popular support from endowments, if possible, and students' fees. Added to this are the indispensable government grants. Government grants, however, should not be such as to interfere with the independent nature of a university. This is a position which we have always maintained and will continue to uphold".

V. Conclusion

In the final analysis, a university or a university system stands or falls on the quality of its teaching. If the system is such that, because of unsatisfactory working conditions or insufficient financial and other resources, university teachers feel they cannot work effectively, they have ample freedom to move to other places where they think they will have better opportunities. The real danger of forcing universities to take students without at the same time providing adequate funds, or of an unsatisfactory basis for allocating grants among universities, or of badly conceived central direction by

governments as to what universities shall do, is that the universities will not be able either to attract first class staff or to retain the staff they have.

There is sufficient experience with state or provincial universities on this continent to show that achieving and maintaining a good university system depends as much on a good working arrangement between the universities and government as on the scale of financial support.

As university teachers we are naturally concerned about the problems facing the universities and the province. We are aware that there is room for improvement in the way that universities work; we are aware that there are defects in our university system; we hope that universities will be able to expand to meet the needs of more students and different kinds of students. As university teachers with special knowledge of some of these matters we are prepared to assist in any studies of them and would welcome opportunities for consultation and co-operation.

We are compelled to say that we have grave doubts that, in the nature of things, the province is adequately informed on university matters. To ensure that the province's financial support and interest in university affairs will be as enlightened as the needs of both the universities and Ontario require, we therefore request that:

1. The Government ensure that university affairs in Ontario will be studied on a systematic and continuing basis by establishing an Academic Advisory Committee as a knowledgeable and independent agency.

2. The Government consider establishing an independent University Grants Committee to be responsible for recommending to the Government the total amount of government grants to universities, and for determining the allocation of such grants among the universities.

3. If the Government should be unwilling to establish such a grants committee at this time, that it adopt a policy on university grants which takes into account more adequately the different circumstances of the various universities, and that such policy be stated publicly in greater detail than is the present practice.

APPENDIX A

Note on Statistical Tables

The statistics in the tables have many deficiencies. They are included mainly to show how complex the problems are and how even on a superficial examination the province's grant policies do not appear to have much pattern. The problem of how part-time students, students at the matriculation level, and students in affiliated colleges are to be treated, raises numerous problems. At the University of Toronto, for example, students at Victoria, Trinity and St. Michael's Colleges in non-theological courses should be included for some purposes and yet should be excluded in calculations for other purposes. In allocating grants the amount of growth anticipated is evidently taken into account. While grants are allocated for 1963-64, only 1962-63 enrolment statistics are available, which makes it difficult to ensure that institutions are really treated on a comparable basis.

The deficiencies in the statistical information make it even more difficult to compare institutions (which inherently do not lend themselves to comparison), and must make it even more difficult to develop comprehensive policies on university affairs.

Unfortunately the analysis of the statistics herein is of a rather elementary nature and therefore to some degree misrepresents the position of particular univrsities.

With regard to Table 1, a general qualification must be made which illustrates the problem. There are some discrepancies between the figures in that table and those reported in Appendix 4 of the Deutsch Report. Where the figures are lower in the Deutsch Report it is presumably because some institutions have some students at the Grade 13 level. This would appear to be the case for Assumption, Carleton, Laurentian and Ottawa. However in other cases, the figures are noticeably higher. For example Toronto is shown in the DBS report as having 1,384 graduate students (plus 33 at St. Michael's College) yet a figure of 2,200 is shown in the Deutsch Report. For OAC-OVC DBS reports 693, but 1,200 are shown in the Deutsch Report. Obviously there is no consistency shown in the preparation of these statistics.

Note: Table 3 (Enrolment by University 1961-63) and Table 4 (Provincial Grants to Universities 1949 and 1956-63) omitted.

A SCIENCE CHAIRMAN'S LAMENT

by John Hart *

From time to time, articles appear in the C.A.U.T. Bulletin on the subject of university organization. Usually we are concerned with general principles, and there is naturally a tendency to suggest that greater faculty representation on an elective basis at all levels of government is a good thing. There is no doubt that principles are important, but we do have a tendency to forget that the smaller day-to-day problems are the acute ones that cause coronary attacks. The chairman of a new science department is in a particularly vulnerable position; the poor chap navigates between the Scylla of demagogy and the Charybdis of oligarchy; he is faced with both acute and chronic problems that he is ill-equipped to resolve; he is a pretty long-suffering person; listen to his plea!

Most faculty members would probably agree that the duties of Chairmen in Departments of experimental science are more extensive and onerous than those of Chairmen in other Departments, excluding professional schools which have traditional (and sometimes rather non-academic) mechanisms for problem-solving. In a new university the unpredictable vagaries of growth (sometimes on a rather shaky foundation) are added to the more static and predictable work load of running an established department. The present is as good a time as any for us to examine the efficacy of the Chairmanship System (for want of a better title) to see whether it is the best way of doing the job in hand.

The opportunity to list the responsibilities of a Chairman provides too great a temptation. I yield, but with the proviso that a lot of the detailed work is delegated to faculty colleagues. But it is to the Chairman that the Dean and President turn for leadership and information; the responsibility cannot in practice be delegated. If, for example, a budget is overspent, the Chair carries the can back.

First, and most important, the Chairman is responsible for the education of the students in his Department. He must, if he has any conscience at all, see that certain criteria are met. A layman would assume that students should at least be able to hear what a lecturer says, and read what he writes. The greater the proportion of new, young instructors, the more lecturing supervision the Chairman must

* Carleton University.

provide; he knows that it is advantageous for instructors to appear in class on time and if he can persuade them to stick reasonably closely to their subject material for most of the scheduled period so much the better. The students have a right to find some assistance in the resolution of problems in both particular courses and general curricular regulations: it is the Chairman's responsibility to ensure that staff are not so collectively or individually overloaded that they cannot devote extra time to the students, and he may feel that his duties include some responsibility for general pedagogical standards. Graduate and final-year Honours students pose a particular problem, for their thesis supervision is in many ways a difficult administrative problem. Detailed control of student projects is in the hands of various faculty members who must be available for consultation by their protégés; it will often fall to the Chairman's lot to arbitrate between student and supervisor, particularly when there is some question as to whether a thesis will be acceptable to the examining board.

A really thorny problem is the regulation of the relative time and energy spent in teaching, research, administration and relaxation. The Chairman has to watch, not only his own allocation of effort, but that of every other department member as well, particularly if promotions are made on his recommendation. His, too, may be the decision that adds an extra course to A's load beause he is not effective in research. (Ideally, A might feel it incumbent to volunteer for extra teaching duty, but any chairman will confirm that such an offer is rather unusual.) In any case, the Chairman will have to maintain a constant quiet prodding of the less enthusiastic workers to keep research on the go.

All Chairmen have housekeeping chores, many of them delegated; the manipulation of the library budget, the supervision of lecture schedules, the hiring of part-time staff and markers, the arrangement of secretarial services, the development of the curriculum and the provision of a ponderable mass of statistics for internal and external authorities are all grist to his mill. And it is no use the Chairman excusing himself from teaching or research by virtue of his administrative duties. If he does not teach one elementary class and one advanced class he cannot maintain his stature as an academic, and if he does not actively supervise one research project he loses his stature as a scientist.

In addition to the duties enumerated above, the Chairman of a Science Department has the further responsibility of supervising the

undergraduate and research laboratories, the technicians, and demonstration equipment. These areas are unquestionably best handled with the responsibility and authority resting in the hands of one man. The inventory, safety and security of stores including quite large quantities of precious metals, the efficient conduct of technical facilities and the control of technicians (who may not be quite conversant with the idea of academic freedom), are matters in which committee control can never work effectively. But I am running ahead of myself.

When a university begins to grow fast, the ordinary problems become more acute, and a host of new ones appear. The Chairman finds himself hiring staff at a high rate and his judgement here, above all things, is vital. He has to steer expanded curricula through the academic committee system. He has to make sure that the failure rate in expanding courses does not stay constant as extrance standards rise. He must watch the size of classes, both absolutely to ensure that they do not become impossibly big, and relatively, to ensure that other departments do not get away with classes that are unfairly small. He may even have to give an eye to the erection of a new building, a job that he had better take seriously if he wishes to have laboratories and lecture halls that are to fulfil their function properly: reams have been written on this subject and I will confine myself to the observation that once again the responsibility will likely fall quite squarely on the Chairman.

There are not too many people who are prepared or qualified to carry out these tasks; even in the science departments of the older English universities the number of people who can run the show is usually limited to the fingers of one hand. In a university, there will often be only one person with the requisites for carrying out the detailed tasks required of a chairman. He will find that his colleagues similarly qualified will be much sought after by other new universities, or they may even transfer to more authoritative administrative positions in the same university. The tasks involved in developing a new department are similar to those involved in running a more or less static department, but they are — how can I put it? — more intense. The Chairman must have a fund of new ideas, some good, some bad, to be discussed in terms of the future of the University. He will guide the development of research (the department being too small to employ a Director of Research) and ensure that as activities grow a research group has enough members to rise above what is sometimes called the "critical mass"; in other words, it must

be large enough to withstand the departure of one or two active members.

Such then are the duties of a Science Chairman. Now it is proper to ask whether there is any corporation that would attempt to carry out these executive tasks with a committee having as chairman a man with no authority greater than that of any member of the board, appointed under sufferance in a patently temporary capacity? I think that the answer must unequivocally be "No". What makes universities so unique in this respect? One might suspect, nothing. The question of academic freedom which is often raised is a red herring. The fact that a Department has a temporary chairman does not guarantee a professor the right to say what he likes when he likes, nor does the presence of an authoritative head prevent him giving utterance; university faculties that have permanent Heads of Science Departments are not noticeably more reticent than those with temporary chairmen. Academic decisions are usually made through the committee system which always has checks and balances with several levels of degeneracy. Incidentally, the fact that a particular department may prefer an elected chairman is not really evidence; there is perhaps more likelihood of a clique developing in such a set-up; one can postulate a smug, lazy closed coterie that is unwilling to accept new ideas and fails to supervise their students under the pretence of "developing initiative" in them. I have yet to see a department as a whole discipline an incompetent or lazy colleague. No permanent chairman would dare to allow such a situation to develop; he is too much in the public eye. If he does err, he is far easier dealt with by the Dean than is a whole department; ask any Dean! (A temporary, elected Dean, incidentally, may make more sense than a temporary, elected Chaiman, not that I advocate that system in this article.)

The new universities would be well advised to examine carefully the efficiency of their organizations for the administration of science, particularly the demands that they make on Departmental Chairmen. They should make quite sure that they are not attemping o give competent willing men heavy responsibilities, the while keeping them completely, or almost completely, devoid of authority. It *is* possible to give such authority without upsetting the tradiional and much valued academic freedom and without giving the Chairman the powers of a petty Czar. A Chairman devotes his time and energy to executive and administrative duties; he will become something of a specialist at it. If he is to continue to be active in more normal academic

spheres, he needs authority and, a point that I shall discuss below, professional assistance. In particular, a man who feels loyalty to his University will not wish to accept a "sufferance" appointment — he will be powerless to mold the department when he can be removed at the drop of the department's collective hat. If authority is withheld, a Chairman is really in an impossible position, and if, in addition, his appointment is temporary, he continues in office at his peril.

A temporary Chairman has little control over academic standards; he has no control over research and equipment, and he may see his efforts set at naught when he retires from the Chair after three or five years. Equipment purchased under one Chairman stands idle under his successor; course development may radically change direction, and in general the members of the Department do pretty well what they like with public funds.

The situation constitutes an open invitation to governing boards and civic governments to take a direct hand in operations. Such a step would be an unmitigated disaster. I believe, not to prejudge the issue, that independent commissions of investigation into departmental organizations might show some interesting results. We have to realize that legislative and executive functions are quite different *even in the Universities*. There is nothing wrong with general policy being decided by the Committee of the whole, but there is a lot wrong in giving an academic the responsibility for the execution of that policy but withholding from him all semblance of authority and, incidentally, compensation for his extra work and loss of professional standing.

Perhaps the time has come when we should re-examine the concept of elected science chairmen. The system originated in the larger American universities where the departments were staffed with eminent professors, authorities in their own right; with such men, the system worked well. But the new universities are not, by and large, staffed with men of such stature, and they often have a predominance of young and inexperienced faculty. New ideas come from youth, but it is a question as to whether young people should be wasting their time with committee and administrative work.

Finally, one wonders why administrative services are often non-existent at the departmental level. There is here a useful parallel to be drawn from scientific research that the universities might well study. Good fundamental research laboratories have, parallel to the

scientific chain of command, a variety of administrative services ranging from Administrative Assistants at the equivalent of the university department level up to, perhaps, a Vice-President at the top. The duty of the administrative chain of command is to provide services to help the scientists do their job; it does not interfere with their scientific activities; its only aim is to serve. Dr. Birchard of the Canadian National Research Council understood this well, and under him the administrative system flourished without proliferation. Our new universities badly need an administrative chain with similar altruistic objectives.

The lack of administrative services has its effect on the Chairmanship System; academics are at too high an intellectual level to be satisfied with routine tasks such as the collection of statistics and bookkeeping, and one does not need to be a psychologist to know that a chairman with such unimaginative duties is likely to get frustrated. Given the parallel 'service' chain of command, many of the detailed chores of a chairman could be lightened. He might then feel *honoured* to be given the responsibility for the really important matters like building the curriculum, improving the academic climate, and developing research: those tasks are consistent with his intellectual level, but he cannot make a job of it without authority. The argument boils down to collective self-criticism: is our present organization archaic and inappropriate in a new university?

In this article my tongue has been well in my cheek but surely there is enough wrong to give cause for real concern. Give your poor long-suffering chairmen a break!

ACADEMIC FREEDOM AND TENURE: NOTES ON INVESTIGATIONAL PROCEDURES

by G. H. Turner *

What the C.A.U.T. believes about academic freedom and tenure and what action it is prepared to take when it receives complaints of violations is contained in two statements: Principles of Academic Freedom and Tenure and C.A.U.T. Investigational Procedures. These statements were first published in the *Bulletin* in February, 1960 (Vol. 8, No. 3, 16-20), and are reprinted, with minor amendments, in this issue for the benefit of the many new members who have since joined the Association. The Investigational Procedures constitute the terms of reference of the Standing Committee on Academic Freedom and Tenure to which the Council of the C.A.U.T. has assigned the responsibility for the investigation of formal complaints. The terms of reference of the Committee indicate not merely the task but, in considerable detail, the steps by which that task is to be accomplished. Nonetheless, even a careful reading leaves unanswered many questions concerning the precise functioning of the Committee and, quite understandably, throws no light on the issues faced by a disputant in the crucial period that precedes the filing of a complaint. Consequently it seemed desirable to provide members with as much supplementary information as possible and the present material is being presented with this purpose in mind. Formally approved working rules and Committee policies are incorporated in the notes below, but it is the writer (the present Chairman) and not the Committee who must bear responsibility for the context in which this information is set, for all excursions into suggestion and interpretation, and for the plea to consider further the need for institutional dismissal procedures.

Writing in the *Queen's Quarterly* in 1954[1] James Mallory set forth the objectives of the C.A.U.T. and gave an account of its formation and early activities which makes it quite clear that academic freedom has been of major concern to Association members from the very beginning. For the first few years, however, the gross inadequacy of the salary scales and pension schemes and the pressing need for exchange of information on these and related problems commanded

* University of Western Ontario. Chairman of the C.A.U.T. Standing Committee on Academic Freedom and Tenure.

[1] Mallory, J. "Teacher's Union". *Queen's Quarterly,* LXI (Spring, 1954), 53-62.

the greatest attention. Then, in June, 1958, with remarkable prescience, the Executive Council resolved to establish an *ad hoc* committee "to consider the role that the C.A.U.T. should play in protecting individuals in matters of academic freedom and tenure", presumably expecting that time would permit calm deliberation upon this weighty issue. As it turned out, however, events were marching swiftly and the Executive of that day was suddenly faced with the necessity of committing itself to an answer, for by mid-July it had received from the Queen's Faculty Association a request to investigate the case of Mr. Harry S. Crowe of United College. In the miracle of leadership that followed, it was impressively demonstrated that academics can act as well as think and talk. The necessary decisions were made, an investigating committee appointed, hearings held, data sifted, a report submitted, studied, approved and published[2] by early in the following year. In the meantime, however, the June resolution was implemented by the appointment of an Ad Hoc Committee on Academic Freedom and Tenure which had, by the new year, not only begun a study of principles and practices of the American Association of University Professors but had undertaken a survey of the principles and practices currently being followed in Canadian Universities.

The Ad Hoc Commitee submitted its report to Council in May, 1959, and by November the Council had adopted the statement of Principles of Academic Freedom and Tenure, referred to above, which was, in essence, a severe abridgment of the more detailed 1940 Statement of Principles on Academic Freedom and Tenure endorsed by the American Association of University Professors and by the Association of American Colleges.[3] At the same meeting the Council formally adopted a statement of Investigational Procedures, also borrowed with minor alterations from the A.A.U.P., and in addition established a Standing Committee on Academic Freedom and Tenure for which the investigational procedures constituted the terms of reference. By these decisions the Association became simultaneously possessed of the principles it was ready to defend and the machinery by which it proposed to defend them. In the four years since then, the experience of the Committee has, fortunately, been limited, as

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[2] Report on the Crowe Case. *The C.A.U.T. Bulletin,* VII, No. 3 (January, 1959).

[3] "Academic Freedom and Tenure". *The C.A.U.T. Bulletin,* VI, No. 2 (April, 1958), 28-30. (From the *Bulletin* of the A.A.U.P., XLIII, No. 1, Spring, 1957).

no complaints have yet reached the stage of full, formal investigation. On the other hand, the Committee has found itself involved in clarifying not only some of the early steps in its own procedures but, most particularly, procedural problems faced by members *prior to* the filing of a formal complaint. Most of the notes that follow are concerned with issues surrounding these early stages in the course of a dispute.

Notes on Investigational Procedures

1. A complaint of violation of academic freedom, whether a violation of tenure or of some other aspect of academic freedom, may be filed by any member-association or by any individual, whether C.A.U.T. member or not, provided he is eligible for membership in his local association. Complaints of unsatisfactory conditions or of unjust treatment involving neither tenure nor any other aspect of academic freedom may also be filed with the Executive Secretary. Such complaints will, in all probability, be referred to either the French-speaking or to English-speaking section of the newly-formed Committee on Faculty-Administration Relationships. However, details concerning the division of labour between the Faculty-Administration and the Academic Freedom Committees have yet to be worked out.

2. Once a dispute has arisen between a teacher and his university administration it is important for both parties to the dispute to keep a carefully dated record of correspondence, of understandings reached in interviews, telephone conversations (where possible confirmed in writing), formal and informal meetings and the like. Such a practice would not only minimize misunderstandings in any original private negotiations but also provide reliable data should a subsequent formal investigation become necessary.

3. If the teacher's private negatiations bring about a settlement that is acceptable to him, the matter is thereby disposed of in the quietest and most desirable manner. If, on the other hand, a satisfactory settlement is not reached and he feels sufficiently aggrieved to contemplate the prospect of laying his case before his professional colleagues, he must, quite obviously, he prepared to expose his private affairs to some degree of public scrutiny. Moreover, if there is any question of seeking redress through the courts, the aggrieved teacher will need to obtain, on his own initiative, professional legal advice. (General information concerning the legal aspects of tenure may become available when the Council of the C.A.U.T. has had an

opportunity to study the Report on Tenure in Canadian Universities recently submitted by D. A. Soberman of Queen's University.) If there is no prospect of, or desire to take, legal action and the complainant wishes to bring his case to the attention of his fellow teachers, he should recognize that, no matter how unanimously they might find in his favour and be willing to support his claim, theirs is the power of influence and of persuasion, not of legal authority, their ultimate recourse being to make public their findings and conclusions.

4. It is not a C.A.U.T. requirement that a formal complaint be submitted in the first instance to the local faculty association. There are, however, cogent reasons for doing this even if the institution lacks formally accepted dismissal procedures and even if the case is not one of dismissal: (a) a local investigation will normally be much simpler to arrange; (b) a faculty investigating committee will be more familiar with the institutional setting of the dispute and will normally have easier access to sources of information within the administration as well as within the faculty; (c) awareness that a dispute has arisen is more readily confined to the institution involved if investigation is carried out locally; (d) if the findings necessitate further negotiations with administrative officers, these discussions would normally be carried out more quietly and effectively by local faculty rather than by national Association representatives; (e) while a C.A.U.T. investigation may be requested with or without the support or the findings of the local faculty association, a C.A.U.T. investigation that follows a careful local investigation can concentrate its attention primarily on the central procedural and substantive issues, with a consequent saving of time, money and energy; (f) C.A.U.T. investigators will wish to know, in any event, why the faculty association had not been approached or, if it had been approached, on what grounds it had declined to investigate the complaint.

5. Upon receipt of a formal complaint the Executive Secretary will normally request as much supporting documentation as is readily available before referring the matter to the Chairman of the Standing Committee. It is, therefore, important that complainants should submit, along with the letter of complaint, as complete a dossier as possible.

6. Once a formal complaint has been received, the Chairman of the Committee and the Executive-Secretary are to "informally

investigate the events complained of and try by all reasonable means to being about a settlement". At the beginning of this informal investigation both parties to the dispute are to be advised that the C.A.U.T. reserves the right to proceed with its investigation whether or not the complainant accepts a settlement. Moreover, it is to be made clear to the complainant that, concerning the possibility of legal redress, it is his responsibility to seek his own legal advice and to decide whether to settle or to take the matter to court. The aim of the informal investigation is to effect a mutually satisfactory settlement without violation of the principles of freedom and tenure. The aim is not to bring influence to bear on the university to offer, or upon the faculty member to accept, any particular form or level of compensation for what is alleged to be unjust treatment, nor is the aim to encourage or to assist the teacher to seek satisfaction through the courts, since either of these positions would imply a pre-judgment of the case. Sympathy for the aggrieved teacher must not obscure the fact that it is the job of the Standing Committee to provide Council with an understanding of the precise nature of a particular dispute. If, on the basis of that understanding, it is judged that conditions of freedom and tenure are unsatisfactory in the institution involved, the Council of the C.A.U.T. can undoubtedly be counted upon to say so as clearly as possible, and with as much emphasis as may be required. It is the C.A.U.T.'s willingness to do this, plus the widely-held knowledge that it is willing to do this, that provides some measure of extra-legal protection for teachers in universities in which the principles of academic freedom and tenure receive little understanding or acceptance.

7. If a satisfactory settlement has not been achieved as a result of the informal investigation, there is, according to official procedures, one further step to be taken before appointing an Ad Hoc Investigating Committee to visit the institution in question. The Committee must consider whether a violation of academic freedom or tenure has been admitted or, on the basis of written evidence, clearly established, or, on the other hand, whether, on written evidence, the allegation would appear to be groundless. In either case the Comimttee may report directly to Council without undertaking further investigation.

8. Once an Ad Hoc Investigating Committee has been appointed it must exercise its own good judgment within the context of the procedures laid down for it. The report of the Ad Hoc Committee goes to the Standing Committee for review and possible suggestions

for revision and ultimately to the Council of the C.A.U.T. for approval and for the final decision concerning publication.

The Need for Institutional Dismissal Procedures

There will be a dispute every time a dismissed person refuses to accept dismissal, whether the causes for termination are adequate or not. These circumstances are bound to arise from time to time and the number of formal complaints that have been filed with the C.A.U.T. over the past four years, namely, four, is not a sound basis for predicting future occurrence. For every single formal complaint received by the Executive Secretary there have been about seven requests for advice and help. Moreover, the fact that so many of these difficulties have been resolved without recourse to formal complaint in the past is attributable in no small measure to the consummate skill and wisdom of the late Dr. J. H. S. Reid. Past experiences, the growing numbers of university teachers and the accompanying administrative pressures make it seem optimistic indeed to believe that problems of this sort will occur less frequently in future.

The crucial question is how these disputes may best be dealt with and the answer is surely not to be found in C.A.U.T. investigational procedures, no matter how satisfactory they may be or how efficiently they may be applied. It should be easy to agree that it is in the best interests of all concerned, the university teacher, his faculty colleagues and the university administration, that a dispute, once having arisen, should be settled in a mutually satisfactory manner at the earliest possible moment and with the fewest possible people involved. This may be achieved in other ways, but it difficult to think of a better guarantee that disputes will be quickly contained and satisfactorily resolved than by regularizing dismissal procedures in a manner acceptable to the university and to its faculty.

But what is the present situation? When the Ad Hoc Committee on Academic Freedom and Tenure completed, in May, 1959, its survey of freedom and tenure policies and practices in Canadian Universities, it was found that, in a case of termination for cause of a permanent appointment, only six institutions were known to have written rules of procedure and in half of these the rules were established without faculty consultation. There were ten institutions that provided hearings but in only two cases were hearings held by a body on which faculty was represented. Of the twenty-seven member associations of the C.A.U.T. at that time, all but four of the smaller

had provided data for the survey so that the findings presented an unusually complete record of the situation in Canadian Universities as it then existed. It is not known what changes have taken place in these conditions since 1959, but it seems safe to infer that procedures mutually acceptable to faculty and administration for dealing with claims of unjust dismissal are still rare among the universities of Canada. Whether for this reason alone, or also because of the unhappy state of faculty-administration relations which this situation may in some cases reflect, faculty associations seem reluctant to conduct their own investigations and negotiations with administrations at the request of aggrieved members. In consequence, appeals to the C.A.U.T. for help in dismissal cases have not been appeals against decisions made after due process, or appeals on the grounds that hearings have been improperly conducted, but appeals against arbitrary decisions for which no explanations were offered or for which the reasons given were unacceptable to the person dismissed.

This is an unsatisfactory state of affairs and one for which the remedy would seem to be clear, even if by no means easy to effect. The C.A.U.T. does not have any officially approved dismissal procedures but it does make available on request procedures that have been recommended for its consideration and which follow quite closely those approved by the C.A.U.T. The problem of instituting such procedures will, it is hoped, soon engage the attention of faculty associations in universities in which they are lacking. This is an area in which the close collaboration of faculty and administration might prove to be particularly fruitful.

PRELIMINARY REPORT ON ACADEMIC SALARIES 1963-64

This is a hasty and quite incomplete report on current academic salaries, prepared for the November meeting of C.A.U.T. Executive Council.

Current salary information has again been supplied by Mr. Mitchener of the Dominion Bureau of Statistics, who has gone to a great deal of trouble to get the information compiled for us at the earliest possible moment. In spite of his efforts a number of major universities as well as some minor ones are missing. A complete report will be made later.

There has not been time for an analysis of the material. Tables 1 and 2 speak for themselves.[1] Table 3 shows that the rate of salary increase has dropped sharply in recent years and comparison with the United States shows that it was well below the American rate of salary advance between 1960 and 1963. Table 4 shows that the academic career still provides much lower salaries at any given age than can be earned by professionals with University training in other occupations.

November 20, 1963
C.A.U.T. Salary Comittee
G. Rosenbluth, Chairman
R. A. Holmes
Stuart Jamieson

[1] These tables contain the preliminary report of salaries in effect during the academic year 1963-4. These data were supplied to the Dominion Bureau of Statistics in the autumn of 1963 by all Canadian universities in the annual D.B.S. Survey of Academic Salaries.

TABLE 1

Salaries at Canadian Universities

Universities are listed in East to West geographical order

NOTE: The five figures given for each rank at each university are, in the order shown:
number of staff
floor of the official salary scale
first decile salary (10 per cent of salaries are lower than this figure)
average (arithmetic mean) salary
ninth decile salary (10 per cent of salaries are higher than this figure)

Salaries are given in dollars and rounded to the nearest $100.

University	*Overall Average Salary (incl. Deans)*	*Dept. Head Director (Full Profs.)*	*Other Full Professors*	*All Full Professors (excl. Deans)*	*Associate Professors*	*Assistant Professors*	*Lecturers & Instructors*
Memorial							
Number	—	—	—	—	—	—	—
Floor		—	—	9,500	8,000	6,500	5,000
1st decile		—	—	—	—	—	—
Average		—	—	—	—	—	—
9th decile		—	—	—	—	—	—
St. Francis X							
Number	7,300	4	2	6	21	12	24
Floor		—	—	9,200	7,800	6,200	5,100
1st decile		—	—	—	7,600	6,100	5,200
Average		10,300	—	10,100	8,500	6,900	5,700
9th decile		—	—	—	9,400	7,700	6,100
St. Mary's							
Number	7,800	—	2	2	24	9	13
Floor		—	—	9,800	8,300	6,500	5,300
1st decile		—	—	—	8,300	—	5,400
Average		—	—	—	9,000	7,000	5,900
9th decile		—	—	—	10,200	—	6,800
Nova Scotia T							
Number	8,400	6	2	8	6	22	3
Floor		—	—	9,500	8,500	6,500	5,000
1st decile		—	—	—	—	6,800	—
Average		11,400	—	11,200	9,200	7,500	6,200
9th decile		—	—	—	—	8,200	—
Dalhousie							
Number	—	—	—	—	—	—	—
Floor		—	—	—	—	—	—
1st decile		—	—	—	—	—	—
Average		—	—	—	—	—	—
9th decile		—	—	—	—	—	—
Mount Allison							
Number	7,400	16	3	19	4	26	34
Floor		—	—	9,500	8,000	6,500	5,000
1st decile		10,000	—	9,600	—	6,500	5,000
Average		11,200	9,600	10,100	8,400	7,100	5,900
9th decile		10,400	—	10,400	—	8,000	6,800

University	Overall Average Salary (incl. Deans)	Dept. Head Director (Full Profs.)	Other Full Professors	All Full Professors (excl. Deans)	Associate Professors	Assistant Professors	Lecturers & Instructors
New Brunswick							
Number	8,800	15	17	32	43	59	30
Floor		—	—	10,000	8,500	6,500	4,500
1st decile		11,200	10,200	10,600	8,500	6,600	4,500
Average		11,900	11,400	11,700	9,300	7,600	6,000
9th decile		13,100	12,600	12,700	10,100	8,300	7,000
Acadia							
Number	—	—	—	—	—	—	—
Floor		—	—	9,000	7,500	6,000	5,300
1st decile		—	—	—	—	—	—
Average		—	—	—	—	—	—
9th decile		—	—	—	—	—	—
Laval							
Number	9,800	26	70	96	83	97	82
Floor		—	—	12,000	9,000	7,000	6,000
1st decile		12,200	12,100	12,100	9,000	7,200	5,600
Average		13,200	12,900	13,000	10,000	8,300	7,200
9th decile		14,000	14,000	14,000	11,100	—	—
Bishop's							
Number	9,200	8	2	10	8	8	8
Floor		—	—	10,700	8,400	6,700	6,200
1st decile		—	—	—	—	—	—
Average		11,800	—	11,700	9,300	7,100	6,500
9th decile		—	—	—	—	—	—
Sir George Williams[2]							
Number	8,800	—	13	13	13	34	21
Floor		11,300	11,300	11,300	8,500	6,500	5,600
1st decile		—	11,700	11,700	9,200	6,900	5,900
Average		—	12,800	12,800	9,900	7,900	6,500
9th decile		—	13,400	13,400	11,000	9,100	8,100
Sherbrooke							
Number	8,300	0	0	0	2	70	40
Floor		—	—	11,300	9,200	7,100	5,900
1st decile		—	—	—	—	7,300	5,900
Average		—	—	—	—	8,500	7,500
9th decile		—	—	—	—	10,000	8,600
Loyola College							
Number	7,900	5	1	6	15	34	34
Floor		—	—	12,000	9,100	7,100	5,700
1st decile		—	—	—	8,600	7,200	5,700
Average		—	—	12,500	9,300	7,800	6,400
9th decile		—	—	—	10,200	8,900	7,000
Montreal							
Number	—	—	—	—	—	—	—
Floor		—	—	—	—	—	—
1st decile		—	—	—	—	—	—
Average		—	—	—	—	—	—
9th decile		—	—	—	—	—	—

[2] The floor figures are corrections of those given in the October, 1963, issue of *The C.A.U.T. Bulletin.*

University	Overall Average Salary (incl. Deans)	Dept. Head Director (Full Profs.)	Other Full Professors	All Full Professors (excl. Deans)	Associate Professors	Assistant Professors	Lecturers & Instructors
McGill							
Number	9,800	54	74	128	205	210	119
Floor		—	—	12,000	9,000	7,000	6,000
1st decile		12,600	12,000	12,000	9,000	7,000	6,000
Average		15,200	13,700	14,300	10,500	8,200	6,400
9th decile		20,000	16,000	18,000	12,500	9,600	7,300
Ottawa							
Number	8,800	34	15	49	45	80	70
Floor		—	—	11,000	9,000	7,000	5,500
1st decile		10,000	9,600	10,000	9,000	7,300	5,500
Average		12,400	11,100	12,000	9,700	8,000	6,300
9th decile		14,100	13,900	14,100	10,400	9,000	7,000
Carleton							
Number	9,100	2	16	18	43	42	25
Floor		—	—	11,500	9,200	7,200	—
1st decile		—	11,500	11,500	9,200	7,200	6,000
Average		—	12,200	12,200	10,000	7,800	6,600
9th decile		—	13,400	13,300	11,200	8,600	7,200
Queen's							
Number	9,700	34	46	80	64	105	46
Floor		12,000	12,000	12,000	9,000	7,000	5,500
1st decile		12,300	12,000	12,000	9,000	7,000	4,000
Average		14,100	13,000	13,400	10,100	7,900	5,900
9th decile		15,900	14,500	15,300	11,300	9,000	6,900
R.M.C.							
Number	—	—	—	—	—	—	—
Floor		—	—	10,800	8,800	7,300	5,200
1st decile		—	—	—	—	—	—
Average		—	—	—	—	—	—
9th decile		—	—	—	—	—	—
York							
Number	9,700	7	2	9	10	12	15
Floor		—	—	13,000	9,500	7,500	4,500
1st decile		—	—	—	—	7,500	5,400
Average		15,100	—	14,800	10,700	7,700	6,400
9th decile		—	—	—	—	8,500	6,800
Toronto							
Number	10,300	54	174	228	198	217	195
Floor		—	—	13,000	9,500	7,500	6,000
1st decile		15,100	13,000	13,000	9,500	7,500	4,500
Average		17,200	14,100	14,800	10,500	8,300	6,200
9th decile		20,800	15,500	17,000	12,000	9,000	7,500
McMaster							
Number	9,800	15	23	38	53	71	27
Floor		—	12,500	12,500	9,200	7,200	5,000
1st decile		12,800	12,500	12,500	9,200	7,200	5,600
Average		14,100	13,400	13,600	10,200	8,100	6,800
9th decile		16,000	14,800	15,400	11,300	8,800	7,400

University	Overall Average Salary (incl. Deans)	Dept. Head Director (Full Profs.)	Other Full Professors	All Full Professors (excl. Deans)	Associate Professors	Assistant Professors	Lecturers & Instructors
Federated College (OAC, OVC, Macdonald Inst.)							
Number	9,900	22	43	65	78	97	21
Floor		—	—	11,000	9,000	7,200	5,700
1st decile		13,000	11,500	11,500	9,500	7,500	4,800
Average		13,800	12,500	13,000	10,400	8,300	5,700
9th decile		14,000	13,000	14,000	11,000	9,000	6,600
Waterloo Lutheran							
Number	8,400	7	2	9	13	17	18
Floor		—	—	10,300	8,700	7,000	5,500
1st decile		—	—	—	8,700	7,200	5,600
Average		10,800	—	10,800	9,200	8,000	6,300
9th decile		—	—	—	9,900	8,800	7,000
Waterloo							
Number	9,000	9	18	27	33	64	32
Floor		—	—	11,200	9,000	7,000	5,500
1st decile		—	11,200	11,200	9,000	7,200	5,700
Average		12,900	12,100	12,300	10,000	8,100	6,400
9th decile		—	13,100	13,300	10,900	8,800	7,300
Laurentian							
Number	7,600	—	—	—	3	14	10
Floor		—	—	9,500	8,500	7,000	6,000
1st decile		—	—	—	—	7,200	—
Average		—	—	—	8,700	7,600	6,600
9th decile		—	—	—	—	8,200	—
Western (a)							
Number	9,900	40	40	80	75	106	66
Floor		—	—	11,500	9,000	7,000	6,000
1st decile		12,000	11,500	11,500	9,000	7,300	5,800
Average		14,300	12,400	13,400	9,900	8,100	6,600
9th decile		16,000	14,000	15,100	11,000	8,700	7,400
Windsor (b)							
Number	8,800	10	1	11	43	61	28
Floor		—	—	10,000	8,000	6,300	5,000
1st decile		—	—	11,500	9,200	7,100	5,900
Average		13,000	—	12,800	10,000	8,000	6,600
9th decile		—	—	14,200	11,300	9,200	7,400
Lakehead College							
Number	7,600	—	—	—	5	7	8
Floor		—	—	12,000	9,000	7,500	6,000
1st decile		—	—	—	—	—	—
Average		—	—	—	9,200	7,600	6,600
9th decile		—	—	—	—	—	—

University	Overall Average Salary (incl. Deans)	Dept. Head Director (Full Profs.)	Other Full Professors	All Full Professors (excl. Deans)	Associate Professors	Assistant Professors	Lecturers & Instructors
United College (c)							
Number	7,500	—	7	7	7	11	24
Floor		—	—	10,000	8,500	7,000	5,300
1st decile		—	—	—	—	7,000	5,300
Average		—	11,300	11,300	8,700	7,200	5,900
9th decile		—	—	—	—	7,500	6,300
St. Paul's College							
Number	7,900	—	1	1	2	8	2
Floor		—	—	10,500	8,700	7,000	—
1st decile		—	—	—	—	—	—
Average		—	—	—	—	7,700	—
9th decile		—	—	—	—	—	—
St. John's College							
Number	6,900	—	—	—	4	8	7
Floor		—	—	10,000	7,500	6,400	4,700
1st decile		—	—	—	—	—	—
Average		—	—	—	8,000	6,900	5,300
9th decile		—	—	—	—	—	—
Manitoba							
Number	9,400	47	22	69	108	143	75
Floor		—	—	12,000	9,000	7,000	—
1st decile		12,700	12,200	12,400	9,000	7,300	5,500
Average		13,900	12,800	13,500	10,300	7,900	6,200
9th decile		15,600	13,400	15,500	11,300	8,900	6,800
Brandon College							
Number	8,500	3	1	4	11	15	8
Floor		—	—	10,500	8,500	6,500	5,500
1st decile		—	—	—	8,500	6,600	—
Average		—	—	11,200	9,500	7,700	6,400
9th decile		—	—	—	10,400	9,200	—
U. of Sask. (d)							
Number	10,200/9,400	45/34	24/22	69/56	104/96	130/121	110/99
Floor		—	—	12,500	9,500	7,000	5,300
1st decile		13,000/12,900	12,600/12,600	12,800/12,800	9,500 / 9,500	7,200/7,200	6,000/5,800
Average		16,300/13,700	13,800/13,300	15,400/13,600	11,400/10,700	8,600/8,200	7,100/6,500
9th decile		25,000/14,600	17,200/14,300	24,100/14,600	12,300/11,900	9,300/9,200	8,800/7,300
U. of Alberta							
Number	9,600	57	63	120	248	320	40
Floor		—	—	12,000	9,000	6,500	—
1st decile		12,500	12,000	12,000	9,100	6,900	5,000
Average		13,600	12,800	13,200	10,300	7,900	6,000
9th decile		15,200	14,000	14,000	11,700	8,700	6,500

University	*Overall Average Salary (incl. Deans)*	*Dept. Head Director (Full Profs.)*	*Other Full Professors*	*All Full Professors (excl. Deans)*	*Associate Professors*	*Assistant Professors*	*Lecturers & Instructors*
U.B.C.							
Number	9,400	54	108	161	219	284	180
Floor		—	—	12,000	9,000	7,000	—
1st decile		14,500	12,000	12,000	9,000	7,000	4,800
Average		15,300	13,000	13,800	10,000	8,000	6,300
9th decile		18,000	14,300	15,800	11,500	9,000	8,000
Victoria							
Number	8,100	9	3	12	30	41	53
Floor		—	—	12,000	9,000	7,000	—
1st decile		—	—	12,000	9,000	7,000	5,000
Average		13,000	12,300	12,800	9,500	7,900	6,200
9th decile		—	—	16,200	10,000	8,700	7,900

Foot notes:

(a) Includes only basic salaries for medical staff.

(b) Floors are for 1962/63. In 1963/64 no scales are in force.

(c) Salary Increase expected in January, 1964.

(d) The two figures given include and exclude clinical staff respectively.

TABLE 2

Increases in Average Academic Salaries 1962-3 to 1963-4

By Rank

University	*Director & Heads*	*Other Full Professors*	*All Full Professors*	*Associate Professors*	*Assistant Professors*	*Lecturers & Instructors*
New Brunswick	975	835	—	692	682	595
St. Mary's	—	—	—	252	235	409
Mount Allison	—	—	902	450	274	553
Nova Scotia T.	—	—	406	292	565	—
Laval	13	112	—	95	—208	—44
McGill	—	—	274	320	13	270
Bishop's	450	—	—	469	323	494
Toronto	971	831	—	556	443	468
Western	—470	772	—	391	195	94
McMaster	977	642	—	236	329	258
Carleton	—	1033	—	273	288	413
Ottawa	491	695	—	383	216	293
Waterloo	152	9	—	—29	136	48
Windsor	736	—	937	814	413	671
Waterloo Lu.	57	—	1264	750	867	975
York	687	—	—	1250	379	98
Lakehead	—	—	—	1413	—	—
Manitoba	284	369	—	184	—33	17
United C.	—	—	738	571	527	259
Brandon	—	—	1000	236	575	738
St. John's C	—	—	—	375	494	294
Saskatchewan						
incl. Clinical	850	773	—	414	215	563
excl. Clinical	718	547	—	612	339	256
Alberta	108	172	—	—100	119	6
B.C.	624	226	—	1	149	53
Victoria	272	200	—	61	105	32

Source: Computed from data supplied by D.B.S., Ottawa, Ontario.
Note: Universities for which the necessary information is not available are omitted.

TABLE 3

Average Annual Percentage Rates of Increase in Median Academic Salaries

	1949/50 to 1959/60	1952/53 to 1956/57	1956/57 to 1959/60	1959/60 to 1962/63	1949/50 to 1962/63
Deans					
Atlantic	8.5[a]	3.9	17.7	4.4	7.4[a]
Central	8.0[b]	7.0	9.3	5.1	7.1[b]
Western	7.8[a]	5.2	12.9	5.4	7.2[a]
Total	8.3[a]	5.3	14.3	4.3	7.3[a]
Professors					
Atlantic	8.9	6.2	16.5	3.5	7.6
Central	8.3[a]	5.2	13.2	2.8	6.9[a]
Western	8.2[a]	6.2	12.4	4.4	7.3[a]
Total	8.2[a]	6.2	12.4	3.8	7.1[a]
Associate					
Atlantic	8.6	3.3	15.6	4.4	7.6
Central	7.1	5.1	11.0	2.9	6.1
Western	7.9	5.1	12.1	3.8	7.0
Total	7.6	5.1	11.5	3.4	6.6
Assistant					
Atlantic	7.1	4.1	11.2	4.5	6.5
Central	6.9	4.0	10.9	3.0	6.0
Western	7.1	4.1	11.3	3.0	6.1
Total	7.1	4.1	11.2	3.0	6.1
Lecturers & Instructors					
Atlantic	8.7	9.2	7.7	6.6	8.2
Central	7.6	4.9	11.5	3.5	6.6
Western	7.5	4.3	10.9	3.7	6.6
Total	7.6	5.1	11.0	3.8	6.7
All Ranks					
Atlantic	7.0	5.1	9.8	4.8	6.5
Central	7.0	5.1	9.5	4.4	6.4
Western	8.0	4.9	11.7	2.5	6.7
Total	7.5	4.9	10.6	3.7	6.6

[a] 1949/50 data are not available and 1950/51 data are used instead.

[b] 1949/50 data are not available and 1952/53 data are used instead.

Source: Computed from D. B. S. *Salaries and Qualifications of Teachers in Universities and Colleges.*

COMMENT ON TABLE 3

Rates of Increase in Canada and the United States

Table 3 shows that the average percentage rate of increase of academic salaries between 1960 and 1963 ranged from 3 to 3.8 percent for all ranks except Deans, while it was 4.3 percent for Deans. In the United States in the same period, annual rates of increase for all ranks combined were as follows.*

1960-61 5.7% 1961-62 6.5% 1962-63 5.8%

It is clear that salaries have been increasing much more rapidly in the United States than in Canada.

*A.A.U.P. *Bulletin,* June 1963, pp. 141, 142.

The figures are standardized to eliminate the effect of changes in the relative numbers in each rank.

TABLE 4

Academic Salaries at Selected Major Universities Compared with Those in Other Professions by Average Age

(In each category the two figures given are average salary or salary scale, in dollars rounded to nearest $100, and estimated average age, in years.)

A. ACADEMIC[a]

University	*Lecturers & Instructors*	*Assistant Professors*	*Associate Professors*	*Professors*
Toronto	6,200 37	8,300 39	10,500 43	14,100 53
McGill	6,400 33	8,200 38	10,500 46	14,300 51
Laval	7,200 33	8,300 34	10,000 40	13,000 49
Western	6,600 32	8,100 35	9,900 41	13,400 49
Queen's	5,900 30	7,900 36	10,100 41	13,400 51
Manitoba	6,200 31	7,900 37	10,300 44	13,500 49
Saskatchewan	6,500 31	8,200 36	10,700 43	13,600 52
Alberta	6,000 32	7,900 34	10,300 41	13,200 48
B. C.	6,300 35	8,000 36	10,000 44	13,800 50

B. PROFESSIONAL ENGINEERS[b]

"Level"	A	B	C	D	E	F
	5,600 23	6,700 26	8,200 32	9,600 35	11,300 37	13,500 42

C. CIVIL SERVICE[c]

Economist 2	5,900 24	7,100 28				
Economist 4			8,800 30		10,300 34	
Economist 5				10,400 32		11,800 35
Solicitor 2	5,900 26	7,100 30				
Solicitor 4			8,800 30		10,300 34	
Solicitor 6			11,600 34		13,100 37	
Engineer 5	9,100 28	10,300 31				

Notes:

a) Average ages from last year's C.A.U.T. Report: "The Rewards of Age." It is reasonable to assume that average age in each rank has, on the average, remained stable. The D.B.S. report, *Salaries and Qualifications of Teachers in Universities and Colleges, 1962-63,* states that "the median age for staff in various categories has not changed appreciably since the survey for 1956-57" (p. 20).

b) Median salaries and median age for each "Level of Responsibility" from *Report on Salaries of Professional Engineers* published by Canadian Council of Professional Engineers, based on a survey of earnings as of July 1, 1963.

Age was computed from median "years of experience" given in the report by adding *22.*

c) Salaries shown are floors and ceilings set by Civil Service Commission for the professional grades shown. Age was computed from qualifications requirements given in the official job descriptions. For *Economists,* "minimum experience" is given as "at least 2 years with Bachelor's degree", "8 to 10 years with Bachelor's degree" and "10 years with Bachelor's degree", for the three grades shown. Experience requirement with Master's degree is 2 years less. Age has been computed by adding *22* to the minima. For ceiling salaries the number of increments required to reach the ceiling is added to the age. For *Solicitors,* experience requirement is "approximately two years experience in legal work" and "approximately six years" respectively of such experience, for the two years shown. Age has been estimated by adding *24. For Engineer 5* the requirement is "normally a minimum of six" years of experience, and age has been estimated by adding *22.*

It should be noted that our procedure tends to overstate the age requirement for the professional civil service grades since it is well known that when professionals are hard to find there is a tendency to appoint candidates with less experience than the stated "minima."

COMMENT ON TABLE 4

Table 4 shows that university salaries are still drastically below those obtainable by professionals with university training in other occupations. An engineer "F" at the same age as an associate professor earns over $3000 more. An economist 5 or solicitor 4 to 6, younger than the typical assistant professor, earns $2000 to $4000 more. A professor has to reach age 50 to get to a salary level attained by an engineer "F" or solicitor 6 at a few years before or after age 40.

These comparisons greatly understate the pecuniary disadvantage of the academic career since they take no account of the cost and loss of several year's income involved in the graduate study that is required for the academic career but not for the others.

REPORT ON THE BIENNIAL UNIVERSITIES CONFERENCE, INTERNATIONAL ASSOCIATION OF UNIVERSITY PROFESSORS AND LECTURERS

held in Istanbul, September 1963

Marian Smith*

The first two working sessions were devoted to what would seem to be rather abstract and general considerations — the hardy perennials of the status of the university professor, his functions as teacher and researcher, academic freedom, and the like. As usual, the discussions generated more heat than light, even in the shadow of the temple of Sacred Wisdom, but what made them something more than a re-hash of prejudice and platitude was the presence of so many delegates from countries where these concepts are not traditional but in process of evolution. These delegates were concerned not so much with defending bastions as with formulating an ideal to be aimed at, a practicable ideal if possible, and their seriousness and urgency were contagious. The subject matter have been old, but the context was new.

So was their concept of the role of the association, which they envisaged as that of spokesman of world academic opinion. They never quite said so outright, but it was obvious that what they wanted to take back from the conference was not a general impression of the tenour of discussion but a statement — something they could present to administrative bodies, university or governmental, as a formulation of the standards in such matters considered acceptable by the international community of learning. There appeared to be some reluctance on the part of the delegates from countries with long-established university traditions to commit the association too deeply, not so much a reluctance perhaps, as a consciousness that the organization could not, as yet, claim to speak for the universities of the world. But this reluctance began to waver in the face of the evidence that in many places it was not only expected to speak so but that, *faute de mieux,* it would be taken as doing so whether it wanted to or not. In other words, the I.A.U.P.L. at Istanbul found itself in something rather

*University of Manitoba. Professor Smith was elected to the Executive Committee of I.A.U.P.L. in September, 1962, and acted as C.A.U.T. delegate at the meetings in Istanbul.

like the position of the C.A.U.T., at Ottawa in 1957, with rather more prestige than it knew what to do with, expanding rapidly both in membership and activities but without a full-time secretariat or the means to establish one as quickly as needed, at a crossroads where it must either go ahead very rapidly or stand still.

In my view, the I.A.U.P.L. will not find it possible to stand still; indications are that it has the bear of destiny by the tail and cannot let go. The forward impetus provided by the representatives of the newer national sections had the approval and support of the observers sent by UNESCO and similar national cultural organizations, support which is likely in the next year or so, one would reasonably hope, to be translated into more tangible forms. Meanwhile, the consciousness of the backing (moral as well as financial) of national organizations would do still more to turn the image of an effective international organization into a reality.

One of the ways in which national sections might indicate their interest would be to explore some of the practical suggestions which were put forward in the later sessions, especially those on the problems of the new universities of Africa and particularly with regard to staffing. Have C.A.U.T. and N.C.C.U.C. ever discussed these matters either severally or jointly? Is there, for example, any way in which an instructor in the African Studies division of the History department of a Canadian university could teach British or Canadian History in an African university for say two or three years *and have it count toward tenure?* In contrast to the first day, the discussions on Africa were very specific and very practical in their emphasis.

But to return to the larger issue of the changing nature of the I.A.U.P.L.: at last September's meeting of the General Council at Ghent it was decided to defer a decision on accepting the invitation to Istanbul until it had been ascertained that all the professors arrested prior to the military *coup d'état* a year or so ago had been released and that delegates from Yugoslavia would be admitted at the border and guaranteed against political molestation. The professors having been released and reasonable assurances as to the Yugoslav representative having been given the invitation to hold the Universities Conference at Istanbul was accepted. But the consequences did not end there. For the first time, Hungary sent a delegate to the conference, and still more significant, as of September 1st Turkish professors were permitted, for the first time, to attend academic and professional

conferences in iron-curtain countries. Our hosts seemed to feel that the relaxation and its timing might not have been merely coincidental with the holding of the I.A.U.P.L. conference. Needless to say, the hospitality extended by the academics was magnificent, but the government officials seemed to be trying to go them one better. There was, for example, a reception at Yildiz Palace, the last Sultan's attempt to out-Versailles Versailles, an honour normally reserved for the upper-upper diplomatic circle. Locally, to get a bid to Yildiz is regarded as synonymous with receiving a gilt-edged invitation to the White House.

Another indication of the spread of I.A.U.P.L.'s reputation and influence: a survey of the status of the University Professor in sixteen sample countries was published last year with the financial support of UNESCO. Most members of the Executive Council thought it unsatisfactory in various ways and it is now being revised, but it, too, had its repercussions. At one of the sessions when it came time for "other business" the member from India got to his feet and presented an interim progress report on a similar survey which his national section was conducting on the universities of south-east Asia and Australia-New Zealand. However inferior we may have thought the original document, it had impressed India's university teachers sufficiently to make them think that they should do one too. The next step was obviously to hold an east-west consultation to try to arrive at something like a common basis of evaluation, and this was arranged for the last day of the meetings.

All this seems to me very heartening. I found it encouraging, too, to think that some seventy-seven delegates from I am not sure how many countries, with points of view as divergent as those of South Africa and Hungary, could get together and discuss university problems for several days without any one of them making what I should consider a politically motivated statement. Even the representative from Israel was only academically vehement.

What all this amounts to is that I think the I.A.U.P.L. deserves the strong support of the C.A.U.T. in spite of the reservations many people have had about it in the past, most of them, I fear, all too well founded. It has been a West-European talking society, but it is not that now and it promises to be something very different in the future. It may not be the best possible organization on which to build an international academic community which cuts across dis-

ciplines, but it is the only one there is which has a real chance of doing it.

The next Universities Conference is to be held in Vienna, in 1965. Would it be wholly unrealistic to suggest that an appropriate way to celebrate Canada's Centennial might be to invite the 14th Conference to be held here, in 1967? I have reason to believe that such invitation would be welcomed as further evidence that the I.A.U.P.L. is global.

TREASURER'S REPORT, 1962-63

STATEMENT OF INCOME AND EXPENSES

September 1, 1962 to August 31, 1963

		Actual 1962-63	*Estimates for 1963-64*
Income (on a cash basis)			
Membership fees		$48,118.00	$52,000.00
Other Income: Interest	$1,517.50		
Miscellaneous	49.69	1,567.19	1,600.00
TOTAL INCOME		$49,685.19	$53,600.00
Operating Expenses			
Salaries		$18,466.64	$25,200.00 (a) 1,000.00 (b)
Staff Benefits: Pension & Insurance		1,891.34	2,600.00 (a)
Bulletin (net of advertising) — six issues		8,271.43	8,000.00 (c)
Travel: Executive Secretary		4,974.39 (d)	4,000.00
Committees		7,434.44 (e)	7,500.00 (e)
Travel Subsidy (November Council)		827.00	1,000.00
Office: Tenancy Costs		1,894.35	3,100.00 (f)
Telephone & Telegraph		848.94	800.00
Supplies, Postage		987.63	800.00
Depreciation (20%)		1,060.00	1,100.00
Sundry: Fees to other organizations, donations, etc.		1,150.84	3,000.00 (g)
TOTAL EXPENSES		47,807.00	58,100.00
Excess of Income over Expenses		1,878.19	—4,500.00
		$49,685.19	$53,600.00

(a) Incl. newly appointed Research Assistant.
(b) Part-time secretarial help.
(c) To be published in 4 issues in 1963-64, with a monthly newsletter, Sept.-May.
(d) Incl. special expense: trip to England, Summer 1963.
(e) Incl. half of $1000 fee for commissioned study (on legal aspects of tenure).
(f) Incl. increase in office space, to 877 sq. ft. (@ $3.50).
(g) Incl. $1,800, for contingencies.

BALANCE SHEET

as at August 31, 1963

ASSETS		
Current Cash in Bank	$ 2,316.09	
Investment in Bonds (Cost)	28,943.83	
Prepaid Supplies and Insurance	453.00	
Receivable in fee payments 1962-63	410.00	$32,122.92
Equipment Furniture & Equipment (cost)	5,718.22	
Less Accumulated Depreciation	3,360.00	2,358.22
TOTAL ASSETS		34,481.14
LIABILITIES		Nil
SURPLUS, as at August 31, 1963		$34,481.14

STATEMENT OF SURPLUS

September 1, 1962 to August 31, 1963

Surplus Balance, as at September 1, 1962	$32,602.95
Plus Excess of Income over Expenses for year ending August 31, 1963	1,878.19
Surplus Balance as at August 31, 1963 (to Balance Sheet)	$34,481.14

AUDITOR'S REPORT

I have examined the balance sheet of the C.A.U.T. as at August 31, 1963, and the Statement of Income and Expenses for the period ended on that date, and have obtained all the information and explanations I have required. My examination included tests of the accounting records and other supporting evidence as I considered it necessary in the circumstances.

In my opinion, the Balance Sheet and Statement of Surplus shown above, and the attached Statement of Income and Expenses, are properly drawn up so as to exhibit fairly the state of affairs of the Association as at August 31, 1963, and the results of the operations for the year ended on that date, according to the best of my information and the explanations given to me, and as shown by the accounts of the Association.

London, Ont.
October 29, 1963

(signed) W. J. McDOUGALL, F.C.A.

REVISED STATEMENT OF ASSOCIATION POLICY ON ACCEPTANCE OF NOMINATION FOR POLITICAL OFFICE BY MEMBERS OF CANADIAN UNIVERSITY FACULTIES

(As amended October 1, 1963, by committee under chairman Scott Gordon, [Carleton] approved by Executive Committee, October 5, 1963)

Members of the academic profession ought to be free, as are members of any other profession, to enter public life. There is an obligation upon the university as an institution to see to it that there are no impediments in the way of an academic with such a desire. We therefore recommend that the following should be the normal arrangements when a member of a university teaching staff accepts a nomination for office:

1. For the period of the active election campaign, say six weeks, a nominee who is a university teacher ought to be granted leave of absence with full pay. A member of a university teaching staff who seeks such leave ought to try to the best of his abiilty so to arrange his leave and his duties that the effects of his absence from classes will be minimized.

2. (a) A faculty member who becomes an elected member of the provincial legislature ought to be given leave of absence without pay for the period of each year in which he sits in the provincial legislature or is otherwise occupied with his duties as an elected representative; or, at the faculty members option, he may take continuous leave for the life of the provincial legislature. Arrangements for leave (appropriate to the circumstances) should also be made for persons elected to municipal or other local government office.
   (b) A faculty member who becomes an elected member of the federal parliament ought to be given leave of absence without pay during the life of the federal parliament.
   (c) A faculty member who is appointed a minister of the Crown ought to be given leave of absence without pay during his tenure of office.

3. During the period of his extended leave, a university teacher on such leave should be entitled to the normal rights of leave, such as the right to continue to make payments in his pension plan

(although not to claim payments from the university), and to continue to make his own contributions to any other benefit plans as well.

4. On the conclusion of his period of public service, the academic should be entitled to reinstatement without loss or rank.

5. These conditions ought to be looked upon as being minimum conditions, and ought not, in any way, to preclude the possibility of making other mutually acceptable arrangements, as, for example, arrangements for part-time teaching where it is practicable.

STATEMENT OF POLICY ON SABBATICAL LEAVE

The purpose of this statement is to clarify the policy of the C.A.U.T. on sabbatical leave, and to outline the principles by which this policy should be implemented.

Sabbatical leave, defined as leave intended for study, research, writing, or travel, provides a period of change and renewal for the faculty member concerned, so that he may return refreshed to his teaching and research.

The C.A.U.T. believes that sabbatical leave is a necessary part of academic life, and that at every university or comparable institution a sabbatical leave policy should be formulated and stated in such a way that its terms are clearly understood by faculty members and administrators.

The following principles should serve as guides in the establishment of a university policy on sabbatical leave:

1. Opportunity for sabbatical leave should be provided at regular intervals for all full-time faculty members. A faculty member need not take his sabbatical leave, but the possibility of such leave should be envisaged in the university's long term plans for budgeting and for provision of staff.

2. No particular research project should be required of a faculty member before sabbatical leave is granted, though some statement of the use to which the leave will be put may be desirable.

3. The faculty member on sabbatical leave should not be required to support himself in whole or in part by means of a grant from sources outside the university; such grants are ordinarily given only when particular research projects have been undertaken.

4. A faculty member should not be in a worse financial position when on sabbatical leave than he would be if engaged in his regular duties.
5. Protection of academic and economic status, including pension and insurance benefits, should be guaranteed to the faculty member while he is on sabbatical leave.
6. A faculty member on sabbatical leave will in the ordinary course of events return to service at the university from which he is on leave, but he should not be required to do so. It is unprofessional to seek sabbatical leave in order to facilitate a search for a new post.

PRINCIPLES OF ACADEMIC FREEDOM AND TENURE AND C.A.U.T. INVESTIGATIONAL PROCEDURES

Principles of Academic Freedom and Tenure

The purpose of this statement is to promote public understanding and support of academic freedom and tenure. Institutions of higher education are conducted for the common good and the common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in teaching and in research is fundamental to the advancement and dissemination of truth. Academic freedom carries with it responsibilities as well as rights.

Tenure is a means to certain ends: (1) freedom as a teacher, as an investigator, and as a private citizen, and (2) sufficient economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Teachers should have permanent (continuous) tenure after the expiration of a specified probationary period. Their services should be terminated only for adequate cause, except in the case of retirement for age.

C.A.U.T. Investigational Procedures

Procedures to be followed by the C.A.U.T. in investigating questions of academic freedom and tenure

1. There shall be a Standing Committee of the C.A.U.T. empowered to investigate complaints of violations of academic free-

dom and tenure. Complaints are to be filed with the Executive Secretary who will refer them to the Chairman of this Standing Committee. Complaints must be in writing and must be made either by the person(s) concerned, or by the local branch of the C.A.U.T. to which the person(s) belong(s).

2. The Committee Chairman, assisted by the Executive Secretary of the C.A.U.T., shall then informally investigate the events complained of and try by all reasonable means to bring about a settlement.

3. If the Chairman is unable to effect a settlement, he shall consult the members of the Standing Committee who shall aid him in the selection of an Ad Hoc Investigating Committee to consist of a chairman and at least two other members. If possible, one member of the committee should be a lawyer.

4. The Ad Hoc Committee shall investigate the complaint and determine whether the principles of academic freedom and tenure as adopted by the C.A.U.T. have been violated and whether unsatisfactory conditions of academic freedom and tenure prevail in the institution where the complaint originates.

5. The Chairman of the Standing Committee shall assist the Ad Hoc Committee by outlining the procedures it shall follow and by transmitting to each member a summary of available information about the situation to be investigated, including a statement of the probable issues involved. The Executive Secretary shall arrange for necessary clerical services.

6. Unless a violation of academic freedom or tenure is admitted or is clearly established by written evidence or unless the allegation is, on the basis of written evidence, clearly groundless (such cases shall be referred by the Standing Committee to the C.A.U.T. Council for action), the Ad Hoc Committee shall, at Association expense, visit the institution involved to secure information and to interview those persons who may possess relevant information or views.

7. Before visiting the institution, the Ad Hoc Committee may seek to secure by correspondence such facts and viewpoints as it may desire, to supplement those which have been transmitted by the Chairman of the Standing Committee. In such correspondence and on its visit to the institution, the Committee shall make clear that as an investigating body it acts not in partisanship, but as a pro-

fessional body charged with ascertaining the facts as objectively as possible.

8. Where a local branch of the C.A.U.T. exists in the institution under investigation, the Executive Secretary shall inform the branch officers of the impending visit of the Committee, and either he or the Committee may seek the assistance of these officers in making local arrangements. The branch and its officers shall, however, neither assume nor be charged with any responsibility for the conduct of the investigation.

9. The Committee may conduct exploratory conferences with persons who may be able to suggest sources of information about the matter to be investigated, and it shall endeavour to consult with the administrative head of the institution and with the complainant or complainants, so as to receive such suggestions from them.

10. The Committee shall proceed by means of personal conferences with individuals having pertinent information or viewpoints, whether members of the faculty, members of the governing board, or administrative officers of the institution. Under ordinary circumstances, such persons should be interviewed separately. The Committee shall, in so far as possible, give each party to the dispute against whom material adverse information has been received, a statement as to its origin and the opportunity to rebut it. The Committee shall not base findings upon information given to it on condition that the source not be disclosed, without expressly stating that it is doing so. The Committee shall receive information of this kind only where the information is essential and not otherwise obtainable. As far as possible, the Committee's record of the oral testimony of individuals shall be verified by those individuals. Correspondence following the Committee's visit may be used for this purpose and to secure supplementary information.

11. The members of the Ad Hoc Committee shall not express opinions upon the matters under investigation, either privately or publicly. Their function is to render a report to the Standing Committee, and inquirers should be so informed. Should questions of adjustment of the situation under investigation arise, the Ad Hoc Committee shall report promptly to the Chairman of the Standing Committee and seek his guidance.

12. The Ad Hoc Committee should make its own arrangements for the preparation of its report. The report should be as brief as

possible, but shall include a sufficiently full statement of the evidence to enable the reader to understand the situation and judge the adequacy of the information in support of the Committee's conclusions. The report shall state (a) definite conclusions on the issues submitted to the Ad Hoc Committee by the Chairman of the Standing Committee on Academic Freedom and Tenure, or upon an alternative formulation by the Ad Hoc Committee of the issues involved; and where applicable (b) whether the dismissed faculty member was accorded a proper hearing and, if not, whether the shortcomings in the procedure invalidated the dismissal; (c) whether the record of the dismissal hearing contains substantial evidence in support of the factual conclusions which led to the dismissal (not whether the Committee would itself have reached these conclusions); and (d) whether the grounds for the dismissal accord with the C.A.U.T. Statement of Prniciples of Academic Freedom and Tenure. In short, the Committee shall determine whether the decision to dismiss was fairly reached and is rationally supported in the light of the Association's principles both procedural and substantive. The report shall be transmitted in confidence to the Chairman of the Standing Committee.

13. As soon as possible after receiving the report of the Ad Hoc Committee, the Chairman of the Standing Committee shall review it, and, if he has suggestions to make, he may enter into correspondence with the Ad Hoc Committee. When the report has been reduced to a form as commonly satisfactory as feasible, the Chairman of the Standing Committee shall transmit a copy of it to each of the persons principally concerned in the original complaint, (including the chief administrative officers of the institution concerned), with the request that they supply corrections for any errors of fact, and, if they wish, comment upon the conclusions reached. If facts incorporated in the report are challenged, the Chairman of the Standing Committee shall afford the Ad Hoc Committee opportunity to revise its report, or to reaffirm its statements. The report as so revised, or the original report, accompanied by copies of the comments received, shall then be transmitted to the members of the Standing Committee on Academic Freedom and Tenure. Members of this committee shall be asked for comments on the report, and for recommendations of action to be taken. The Chairman of the Standing Committee shall then transmit to the Executive-Secretary for submission to the Executive Council of the C.A.U.T., a copy of the

report of the Ad Hoc Committee, together with a summary of the comments thereon and the recommendations of the Standing Committee.

14. If the Executive Council decides to publish the report it shall be published in the C.A.U.T. *Bulletin* and the members of the Ad Hoc Committee shall be listed as authors. Before publication, the report, in its final form, shall be transmitted confidentially to the principal interested persons.

15. Where an adverse report has been published, and when the Executive Council is later convinced that the unsatisfactory situation has been rectified, a statement to this effect shall be published in the C.A.U.T. *Bulletin.*

16. When an Ad Hoc Committee is discharged, all documents relative to the case it has investigated shall be filed under confidential cover with the Executive Secretary of the C.A.U.T.

ANNOUNCEMENTS

C.A.U.T. Annual Meeting

The C.A.U.T. has been invited to hold its Annual Membership Meeting and its June Council Meeting at Prince of Wales College, Charlottetown, P.E.I., on June 15 and 16, 1964.

Nuffield Foundation Travelling Fellowships for Canadian Public Officials

The Nuffield Foundation is offering again this year a programme of Travelling Fellowships for Canadian Public Officials. One fellowship will be given annually to an official in the service of the Federal Government, one to a Provincial Government Official, and one to a Municipal Government Official. The programme is administered by the Canadian Universities Foundation, which will receive applications for the 1964-65 Fellowships up to March 1, 1964. The fellowships will ordinarily be held for five or six months, in the United Kingdom. The stipends and expense allowances are generous. For further information, write to The Director of Awards, Canadian Universities Foundation, 75 Albert St., Ottawa, Ontario.

Group Flights, Summer 1964

Finlay Travel Limited, 160 Bloor Street East, Toronto 5, has confirmed the following group flights for C.A.U.T. members. Each flight has sixty seats.

1. Leave Toronto Monday, June 22, at 7.00 p.m., arrive London, England, Tuesday, June 23, at 8.55 a.m.; leave London Thursday, September 10, at 10.00 a.m., arrive Toronto at 4.05 p.m.

2. Leave Toronto Tuesday, June 9, at 5.20 p.m., arrive London Wednesday, June 10, at 9.20 a.m.; leave London Monday, August 17, at 12.30 p.m., arrive Toronto at 6.30 p.m.

Both flights are jet, and both stop at Montreal. Group fares effective April 1, 1964, subject to Government approval, are as follows: *Toronto/London Return,* $369.00 per adult, $184.50 per child (2-11 years), $36.90 per infant (under 2 years); *Montreal/London Return,* $329.00 per adult, $164.50 per child, $32.90 per infant. Only bona-fide members of C.A.U.T. and their spouses and dependent children are eligible to travel on Group Flights. The family members may not travel unless accompanied by the actual C.A.U.T. member, who must have been a member of C.A.U.T. six months prior to departure.

C.A.U.T. members will receive further information about these flights in the *Newsletter* and through the local associations. The C.A.U.T. associates itself with the Finlay Travel Service in the provision of these flights, but is in no way responsible for their success.

Executive Committee Notice Concerning a Successor to Dr. Reid

The Executive and Finance Committee, faced with the very difficult task of finding a successor to Dr. Reid, has asked that the following notice be published as soon as possible.

Applications are invited for the post of Executive Secretary of C.A.U.T. Candidates should be senior academics who now hold the rank of Professor or Associate Professor at a Canadian university.

The appointee will be in charge of the personnel and the operations of the National Office in Ottawa and will, in general, assist in carrying out the objectives of the Association. Under the direction of the Executive and Finance Committee he will implement policies laid down by the C.A.U.T. Council, will act as liaison agent between the national and the local associations and between the various local associations, will coordinate committee work, collate and circulate information pertaining to the interests and affairs of the Association. The new Executive Secretary will represent the C.A.U.T. at meetings of other organizations and before public authorities as may be required.

Salary and benefits will be commensurate with those provided for the rank at leading Canadian universities. The deadline for applications is March 1, 1964.

Applications, which must contain a curriculum vitae, should be sent in triplicate to C.A.U.T. President, Professor R. W. Torrens, Department of Romance Languages, University College, The University of Western Ontario, London, Ontario.

Notice of Application for Affiliation

L'Association des Professeurs Laïques du Cours Universitaire du Collège Sainte-Marie, Montréal, has made formal application for affiliation with C.A.U.T. A Sub-Committee on Affiliation has been set up to consider the application and to report to the June Council, under the chairmanship of Professor Geoffrey Adams, Loyola

College, Montreal. Any Association or member wishing to present evidence or opinion regarding the admission of the Collège Sainte-Marie Association to the C.A.U.T. should communicate with Professor Adams.

Aidez nos Collègues de Skoplje (I.A.U.P.L. Notice)

Dès l'annonce de la catastrophe qui a détruit Skoplje le 26 juillet 1963, l'I.A.U.P.L. a envoyé par l'entremise de son Secrétaire Général un télégramme de sympathie au recteur et aux professeurs de l'Université de cette ville. Etant donné l'étendue du désastre provoqué par ce séisme particulièrement meurtrier, un tel geste ne pouvait suffire... Emu par tant de calamités, le 12e Congrès Universitaire de l'I.A.U.P.L. a prié le Secrétaire Général de bien vouloir susciter de la part des sections nationales une aide efficace en faveur des collègues sinistrés de Skoplje et leur université.

A notre demande, le recteur Kiril Miljovski a précisé que l'envoi de livres et de revues scientifiques serait de la plus grande utilité. C'est pourquoi nous invitons les professeurs membres de nos sections de bien vouloir offrir à l'Université de Skoplje tous ouvrages scientifiques dont ils pourraient disposer. Nous prions les secrétariats de nos diverses sections de bien vouloir grouper les dons de livres et de les faire parvenir ensuite à M. le Recteur de l'Université de Skoplje, Yougoslavie. Les dons pouvent également être envoyés au secrétariat de l'I.A.U.P.L., Rozier 6, à Gand (Belgique), qui les fera parvenir à destination.

Les dons en espèces peuvent être envoyés au Secrétariat de l'I.A.U.P.L. Nous osons suggérer que les contributions de ce genre ne soient pas inférieures à $1 (FB 50) et soient adressées par chèque ou par versement au compte no. 82.205 de l'I.A.U.P.L. près de la Banque de la Société Générale de Belgique à Gand.

En outre le recteur Miljovski demande que les universités étrangères offrent l'hospitalité à un certain nombre de professeurs et chercheurs de Skoplje. Toutes propositions en ce sens doivent être adressées d'urgence soit au recteur de Skoplje, soit au Secrétariat de l'I.A.U.P.L. A tous ceux qui pourront apporter une aide efficace, un cordial merci.

NOTICE OF POSITIONS VACANT*

University of Alberta, Calgary, Alberta: Vacancies at various levels will exist in the following departments, commencing September 1, 1964: Biology, Chemistry, Classics, English, Geography, Geology, Mathematics, Modern Languages, Philosophy, Physics, Political Science (and Economics), Psychology, Sociology (and Anthropology). Applications should be sent to the Head of the Department concerned. Salary scale: Professor, $13,000; Associate Professor, $10,000 - $12,700; Assistant Professor, $7,500 - $9,700; Lecturer, no fixed rate. The University of Alberta, Calgary, is the second campus of the University of Alberta. Attractively situated in a city of about 285,000, close to the Canadian Rockies, the campus now has an enrolment of over 2,000 students. Most departments offer honors and graduate programs.

University of Alberta, Calgary, Alberta: The Faculty of Education invites applications for staff positions in the following fields, appointments to become effective September 1, 1964. All positions involve the supervision of student teaching and may involve research and supervision of graduate research. *Curriculum and Instruction* (Head, Dr. S. A. Lindstedt), two appointments, in Social Sciences and Language and Speech; *Educational Administration* (Head, Dr. J. E. Cheal), one appointment; *Educational Foundations* (Head, Professor R. N. Anderson), one appointment in History and Philosophy of Education; *Educational Psychology* (Head, Dr. J. G. Woodsworth), one appointment; *Fine Arts and Fine Arts/Education* (Head, Dr. F. E. Churchley), three appointments in Art and Art/Education, Drama and Drama/Education, and Music and Music/Education; *Audio-Visual Education* (H. S. Baker, Dean, Faculty of Education), one appointment. For details concerning these positions please write to the Department Head as indicated.

University of Alberta, Edmonton, Alberta: Applications are invited for appointments as Assistant Professor of Anthropology, effective September 1, 1964. The present salary range, $6,500 - $8,700, will be revised upward as of April 1, 1964. Teaching year is late September to mid-May; normal teaching load is nine hours. Grants are available for research and travel. Applicants should possess the Ph.D. degree in Anthropology or the equivalent. The appointee will be expected to participate in teaching of the Introductory Anthro-

*Notices of positions vacant are carried free of charge.

pology course and to offer courses in one or more of the following areas: Ethnology/Social Anthropology of Africa; Language and Culture; Primitive Religion; North American Indian; Social and Political Systems; Applied Anthropology. Instructional program in Anthropology was begun in the University in 1961. At present B.A. concentration offered; within next several years program to be expanded to offer B.A. Honors and graduate degrees. Applicants should send a *curriculum vitae* together with the names of at least three references to Professor C. S. Brant, Department of Sociology and Anthropology, University of Alberta, Edmonton, Alberta.

Bishop's University, Lennoxville, Quebec: The *Department of Chemistry* invites applications for the position of Lecturer or Assistant Professor of Organic Chemistry. Ph.D. preferred. Salary range $6,000 - $7,500. Applications should be addressed to Head, Department of Chemistry, Bishop's University, Lennoxville. The *Department of Biology* invites applications for the position of Lecturer or Assistant Professor of Botany for undergraduate teaching commencing September, 1964. A Plant Physiologist with additional training in some of Bacteriology, Plant Pathology, Phanerogamic Botany is preferred. Ph.D. desired. Salary range $6,000 - $7,500. Applications should be addressed to Head, Department of Biology, Bishop's University, Lennoxville.

Canadian Universities Foundation: Two lists of academic vacancies, *Part I: Openings in Canadian Universities and Colleges,* and *Part II: Openings in Universities in Developing Countries,* are published in February, April, August, and November, and are available free on request from the Canadian Universities Foundation, 75 Albert St., Ottawa 4.

Carleton University, Ottawa, Ontario: The History Department invites applications for a post as Lecturer or Assistant Professor, specializing either in 19th Century British History or in the History of the United States. *Curriculum vitae* and the names of three references should be sent by February 1 to S. R. Mealing, Chairman, Department of History.

Carleton University, Ottawa, Ontario: The Department of Accounting invites applications for an appointment effective July 1, 1964. Salary and rank will be open to negotiation. Applicants must have as a minimum a university degree and a Chartered Accountant qualification. Preference will be given to a person who has a back-

ground in Economics. Inquiries should be sent to Professor W. R. Scott, Department of Accounting, Carleton University, Ottawa 1, Ontario. All inquiries will be treated in strict confidence.

Carleton University, Ottawa, Ontario: The Department of Economics has a number of openings for permanent appointments commencing in the fall of 1964, and invites applications. The Department now offers graduate work to the M.A. level, and looks to a considerable development over the next few years in graduate study and in the research work of its members. Teaching load is two and one-half courses plus thesis supervisions. Funds to provide research assistance are available. Applications are invited from persons completing their graduate work this year and from established economists. Rank and salary are open the negotiation. For further information write to H. S. Gordon, Chairman, Department of Economics, Carleton University, Ottawa 1, Ontario.

Carleton University, Ottawa, Ontario: The Department of Geography invites applications for a position as Assistant Professor in Geography. The applicant should have experience in the fields of Biogeography and/or Climatology. Salary will be commensurate with experience. Applications with *curriculum vitae,* including names and addresses of references, should be sent to the Chairman of the Department.

Carleton University, Ottawa, Ontario: The Department of Political Science invites applications for three or four positions at the rank of Lecturer or Assistant Professor, in the following fields and order of priority: Canadian Government and Administration; Public Law; Comparative Government (preferably U.S., U.S.S.R., and/or Asia); International Politics. Applicants should have completed all or most of the doctorate and have had some teaching experience. Applications should be submitted as soon as possible to Professor D. C. Rowat, Chairman, Department of Political Science. They should include the following information: a *curriculum vitae* and a statement of future teaching and research interests and of competence in French and other languages. Applicants should also have their university send a transcript of their post-graduate record, and ask three or more referees to send letters of recommendation. Minimum salary for an Assistant Professor, 1963-64, is $7,200. Normal course load nine hours, including thesis supervisions. The Department plans to begin a Ph.D. programme in 1964-65.

Carleton University, Ottawa, Ontario: The Department of Sociology invites applications for one and possibly two positions at the level of Lecturer or Assistant Professor and at a starting salary dependent on rank, qualifications, and experience. Duties to commence September, 1964. Current minimum salary for Assistant Professors is $7,200. These positions will carry responsibility for courses in two of the following areas: Introductory Sociology, Sociological Theory, Political Sociology, Complex Social Systems, French Canada and Canadian Social Structure. Applications, with *curriculum vitae* and names and addresses of references, should be sent to Professor M. C. Frumhartz, Chairman, Department of Sociology, Carleton University, Ottawa 1, Ontario.

Dalhousie University, Halifax, N.S.: Applications are invited for the new post of Associate Professor of French. Starting date September, 1964. Ph.D. or equivalent. Salary range $9,000 - $10,000, depending on experience. Apply to the Chairman of the Romance Languages Department.

Laurentian University, Sudbury, Ontario: Applications are invited for the following positions: *Divisional Chairman for Sciences* (Physics, Chemistry, Mathematics, Geology, Biology), preferably a *physical-chemist.* Associate professor or professor with administrative experience. Appointment to begin September 1, 1964, and to be on a twelve-month basis. Salary commensurate with qualifications, previous experience, and new responsibilities. Bilingual candidates preferred. Apply to Dean of Arts and Science, Laurentian University, Sudbury, Ontario; *Divisional Chairman for Social Sciences* (Economics, Political Science, Sociology, Psychology, History, Geography), preferably an *educational psychologist.* Specialists in other fields will also be considered. Associate professor or professor with administrative experience. Appointment to begin September 1, 1964, and to be on a twelve-month basis. Salary commensurate with qualifications, previous experience, and new responsibilities. Bilingual candidates preferred. Apply to Dean of Arts and Science, Laurentian University, Sudbury, Ontario; *Divisional Chairman for Humanities* (English studies, French studies, Philosophy, Religious studies, Modern Languages, Classics) — a person qualified in one of the above-mentioned fields. Associate professor or professor with administrative experience. Appointment to begin September 1, 1964, and to be on a twelve-month basis. Salary commensurate with qualifications, previous experience, and new responsibilities. Bilingual candidates preferred. Apply to

Dean of Arts and Science, Laurentian University, Sudbury, Ontario; *Department of Mathematics:* two positions in the rank of Assistant or Associate Professor in the field of pure or applied mathematics. Candidate with previous administrative experience will be considered for Acting Chairmanship. Apply to Dean of Arts and Science, Laurentian University, Sudbury, Ontario; *Department of Geography:* Ph.D., preferably bilingual; specialization in cultural, political or physical geography. Appointment to be effective September 1, 1964, and on a ten-month basis; *Département de Psychologie et Sociologie:* Chargé de cours/Assistant Professeur (September, 1964). Enseignement de sociologie en français et en anglais à l'Université Laurentienne de Sudbury. Le traitement dépendra de l'expérience et de la formation du postulant. Ecrivez à: Département de Psychologie et Sociologie, Université Laurentienne de Sudbury, Sudbury, Ontario.

Université Laval, Ste-Foy, Québec: The Department of Agricultural Engineering is presently looking for an engineer specialized in agricultural drainage, irrigation, and erosion control. Applicant should be bilingual or at least have a fair knowledge of the French language in order to speak it to a reasonable degree and should be willing to improve in it, since the teaching is done in French. Salary to be based on experience and qualifications. Write to J.-A. Choinière, Head, Agricultural Engineering Department, Université Laval, Ste-Foy, Québec.

McGill University, Montreal, Quebec: The School of Commerce invites applications for the position of Assistant Professor or Associate Professor of Accountancy, according to qualifications. Essential requirements are a Master's degree and a Professional Accounting qualification. Some experience and qualification in the management field, with particular reference to management accounting and operations research, will be a valuable additional recommendation. Successful candidate may be required to teach Accounting, Cost Accounting and Auditing at any stages of the four years B. Com. degree. Salary from $7,000 upwards, depending on qualifications. Applications, with at least two testimonials, should reach the Director, School of Commerce, McGill University, Montreal, not later than February 28, 1964.

McMaster University, Hamilton, Ontario: The Department of Nursing invites applications from persons qualified to teach basic nursing in either the field of Medical-Surgical Nursing or Maternal

and Child Care Nursing. Positions are open for the 1964-65 session. Please apply, sending *curriculum vitae* and two references to: Director, Department of Nursing Education, McMaster University, Hamilton, Ontario.

McMaster University, Hamilton, Ontario: The Department of Mechanical Engineering invites applications for the position of Assistant Professor of Mechanical Engineering. Candidate should have Ph.D., and be prepared to do research and teach at the undergraduate and graduate levels in applied mechanics, vibrations, stress analysis, machine design or related fields. Excellent facilities and working conditions. Good salary range with summer research stipend available. Duties to commence July or September, 1964. For further information apply to Chairman, Department of Mechanical Engineering, McMaster University, Hamilton, Ontario.

McMaster University, Hamilton, Ontario: The Department of Mathematics announces vacancies for Assistant or Associate Professor, preferably with specialization in Pure Mathematics, Numerical Analysis, or Mathematical Statistics. Ph.D. and active research required. Starting salary $7,250 - $9,250, depending on qualifications. Apply to the Chairman, submitting *curriculum vitae* and naming three references.

University of Manitoba, Winnipeg, Manitoba: Applications are invited for a position as Lecturer and for a position as Assistant Professor in the Department of Philosophy. Lecturers are currently paid up to $6,900 per annum, exclusive of Summer Session appointments, and Assistant Professors from $7,000 to $8,900. Inquiries and applications (with *curriculum vitae* and names of three references) should be sent to Dean W. M. Sibley, University of Manitoba, Winnipeg 19, Manitoba.

Université de Montréal, Montréal, Québec: M. Michel Brunet, directeur du Département d'Histoire, Faculté des Lettres, cherche un professeur d'histoire de l'Europe et de la civilisation occidentale aux XIX^{e} et aux XX^{e} siècles. Celui-ci, par préférence un jeune universitaire anglo-canadien, donnerait aussi des cours ou dirigerait des travaux en histoire de la Grande-Bretagne et du Commonwealth. Devant être capable de s'exprimer en français, son fardeau d'enseignement serait toutefois réduit en première année afin de lui donner l'occasion de se familiariser davantage avec la langue française. Le traitement offert à un candidat ayant son doctorat varie de $7,500

à $10,000, selon l'expérience du candidat. Les intéressés sont priés de s'adresser à M. Brunet.

Mount Allison University, Sackville, N.B.: The Department of Economics and Political Science invites application for an appointment in economics, salary and rank dependent upon qualifications. Preference will be given to applicants at the Ph.D. level or equivalent with a special interest in macro-economics, international trade, or public finance. Applications, which should include a detailed *curriculum vitae* and names of references, may be sent to the Department Head, W. B. Cunningham, P.O. Box 706, Sackville, N.B.

Mount Allison University, Sackville, N.B.: The Department of History invites applications for an appointment in Medieval History. Salary and rank will depend on qualifications and experience. Further details may be obtained by writing to P. A. Lockwood, Professor of History and Head of the Department, Mount Allison University, Sackville, N.B.

Nova Scotia Technical College, Halifax N.S.: The Department of Chemical Engineering requires a chemical engineer with some post-graduate experience and preferably an M.Sc. or Ph.D. degree to lecture in Thermodynamics or Thermochemistry and assist with Plant Design. Appointment will be made at rank and salary commensurate with qualifications and experience. Initial appointment for one year, and may be made permanent if mutually satisfactory. Applications may be made to M. R. Foran, Head, Department of Chemical Engineering.

Queen's University, Kingston, Ontario: The Department of Classics invites applications for the position of Lecturer. Salary to depend on teaching experience. Apply to Chairman, Department of Classics.

St. Francis Xavier University, Antigonish, N.S.: Applications are invited for positions in the Departments of Economics, Sociology, History, Mathematics, and Philosophy. Address applications to Very Rev. C. H. Bauer, Executive Vice-President, St. Francis Xavier University, Antigonish, N.S.; The *Department of Economics* announces two vacancies. A Ph.D. in economics and experience are desirable. Apply to W. J. Woodfine, Head, Department of Economics.

University of Saskatchewan, Saskatoon, Sask.: The Department of French invites applications for the following positions; Instructors in French to teach courses for beginners and for students entering

the University from high school. Salary range $5,000 - $6,900, depending on qualifications and experience. Initial appointments for one year, but are renewable; an Assistant Professor of Spanish, with a minor in French, to introduce the study of Spanish, to organize a program of basic undergraduate work in Spanish, and initially to assist in the teaching of junior classes in French. Applicants should have a Ph.D. or its equivalent, and some teaching experience. Salary range for Assistant Professors $7,000 - $9,300. Duties for all positions will begin September 1, 1964. Applications, with *curriculum vitae,* the names and addresses of four or five references, and a recent photograph, should be sent to the Head of the Department of French.

University of Saskatchewan, Saskatoon, Sask.: Applications are invited from qualified persons for positions on the staff of the College of Pharmacy, in the Departments of Pharmaceutics, Pharmacy Administration, and Pharmacognosy. Candidates should have a Ph.D. degree in the area of specialization. Major duties will be teaching undergraduate classes and directing graduate research. The status of Associate Professor or Professor is envisaged for the future, but starting salary will depend on experience and qualifications. The University has a salary schedule, pension plan, group insurance plan; the province of Saskatchewan has a comprehensive hospitalization and medical care plan; details of these will be given on request. Applications, including a *curriculum vitae,* list of publications, and the names of three referees, should be submitted to Dean W. C. MacAulay, College of Pharmacy, Saskatoon, Saskatchewan.

University of Saskatchewan, Saskatoon, Sask.: The Department of Philosophy invites applications for a position as Lecturer or Assistant Professor. The appointment is to be effective July 1, 1964, and the starting salary will be $7,000 - $7,500, depending upon qualifications. The department welcomes applications from persons with a broad training in philosophy but will give special consideration to those with an interest in metaphysics, philosophy of religion, aesthetics, or ancient philosophy. Candidates should have the Ph.D. degree, or have completed most of the requirements leading to it. Applications providing personal data, academic qualifications, transcripts or other relevant material, and the names of several references should be sent to Professor L. Miller, Department of Philosophy, University of Saskatchewan, Saskatoon.

University of Saskatchewan, Saskatoon, Saskatchewan: The Department of Psychology invites applications for the position of

Lecturer or Assistant Professor in Psychology for teaching and research with experimentally-oriented interest in Developmental, Social, Personality, or General Experimental. Ph.D. preferred. Lecturers up to $6,800, Assistant Professor $7,000 — $9,300. Applications with *curriculum vitae* should be sent to the Head of the Department.

Sir George Williams University, Montreal, Quebec: The Department of History announces two vacancies at the rank of Lecturer or Assistant Professor, one to teach the History of Canada, one qualified in Latin American, African, or British History (others will also be considered). Candidates must at least have completed all requirements for the Ph.D. except the dissertation. Salary will be dependent upon education and experience. Date of appointment July 1, 1964. Apply to the Chairman, Department of History.

University of Victoria, Victoria, B.C.: The Faculty of Education announces vacancies in the following fields: (1) Art Education, (2) Reading Methods, (3) Primary Methods; and one-year appointments while faculty members are on study leave in (4) Methods in Science, especially Chemistry, (5) Art Education — possibly, (6) Music Education — possibly. Apply, submitting recent photograph and *curriculum vitae,* to Dean of Education.

UNESCO: Applications are invited for a Technical Assistance Appointment as an Expert in Science Teaching in Kabul, Afghanistan, duration one year, but renewable. To assist in plans for development of scientific education undertaken by the Royal Government of Afghanistan. Qualifications include a good degree, preferably including both the physical and the natural sciences, a professional qualification in teaching, experience in teaching science in a developing country, experience in educational administration, fluent English. Knowledge of French desirable. Base salary is equivalent to $8,930; generous additional allowances. For further information write to Lewis Perinbam, Secretary, The Canadian National Commission for UNESCO.

University of Western Ontario, London, Ontario: The Department of Pure and Applied Mathematics has available, starting July 1, 1964, the following appointments: one Professor of Applied Mathematics (salary $12,000 and up); one Associate Professor (salary $9,000); five Assistant Professors (Salary $7,500 and up). Minimum academic qualifications for appointment as Assistant Professor Ph.D. degree. Applications will be considered from those about to complete

the degree. Appointments at levels higher than Assistant Professor will depend on recent teaching and research experience. These appointments will be made as a first step in a large scale expansion. Please address applications to the Head of the Department of Mathematics; include names of two academic referees and reprints of recent publications if available.

University of Western Ontario, London, Ontario: The Department of Zoology announces a vacancy at the Assistant Professor level. Preference will be given to experience in embryology, cellular physiology, or invertebrate physiology. Applications may be submitted to the Department of Zoology.

University of Alberta, Edmonton, Alberta: (a) Assistant Professor of Political Science, Department of Political Economy, Faculty of Arts. Ph.D. or equivalent in Political Science. Duties include teaching and research in the field of Western European Comparative Government. Starting salary $7,000 to $8,500 depending on qualifications. Appointment to begin September 1, 1964. Apply, giving names and addresses of three references to the Head, Department of Political Economy, University of Alberta, Edmonton, Alberta. Closing date, March 1, 1964. (b) Assistant or Associate Professor of Economics, Department of Political Economy, Faculty of Arts. Ph. D. or equivalent in Economics. Duties include teaching and research in the field of Labour Economics. Starting salary $7,000 to $9,500, depending on qualifications. Appointment to begin September 1, 1964. Apply, giving names and addresses of three references to the Head, Department of Political Economy, University of Alberta, Edmonton, Alberta. Closing date, March 1, 1964.

Mount Allison University, Sackville, N.B. Applications are invited for the position of Lecturer or Assistant Professor in the Department of Commerce. The minimum academic requirement is the degree of Master of Business Administration. The salary floors for the positions of lecturer and assistant professor are respectively $5,000 and $6,500. Applications together with curriculum vitae should be addressed to the Head of the Commerce Department, Professor N. de Vos.

Federated Colleges, Guelph, Ontario: The Department of English invites applications for a position of Lecturer or Assistant Professor of English. The salary range for lecturers is $5,750 - $6,900 and for assistant professors $7,200 - $9,000. Applications with *curriculum vitae* including names and addresses of references should be sent to the Head of the Department.

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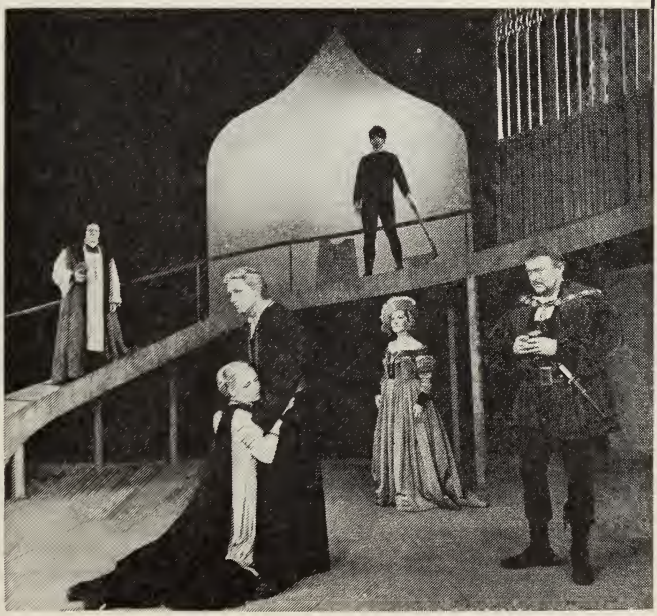

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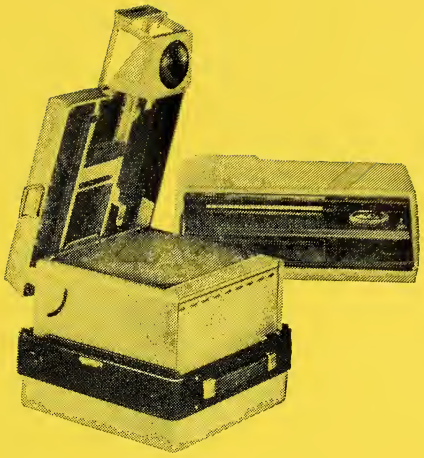

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